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As indicated in the original project application to the United States Office of Education, this report seeks mainly to analyze and clarify the current state of adult basic educational guidance and counseling in the states of Texas, Arkansas, Louisiana, New Mexico, and Oklahoma. Statistics appear on (1) numbers of potential and actual students in the five states, male and female students, participation by age groups, and attrition; (2) full-time, part-time, and day and evening facilities, with classes per state, average numbers of classes per center, rural and urban centers, and class sizes; (3) full-time and part-time teachers, with age, sex, education, experience in adult basic education, and attrition rates; and (4) the guidance functions of teachers, administrators, supervisors, counselors, and outside agencies for individual states and throughout the region. Implications and state by state program summaries are presented, together with the original state reports. The document also includes 22 tables. (ly)

ED0 316381

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

OFFICE OF EDUCATION—REGION VII GUIDANCE AND COUNSELING PROJECT FOR ADULT BASIC EDUCATION

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PHASE 1 REPORT

CONDUCTED BY:
EXTENSION TEACHING AND FIELD SERVICE BUREAU
THE UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TEXAS

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REGION VII
ARKANSAS, NEW MEXICO, LOUISANA, OKLAHOMA, TEXAS

FEBRUARY 1969

AC004891

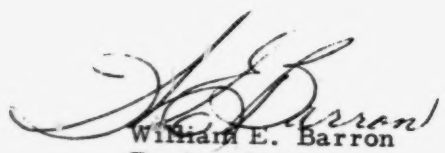
The Evaluation of Guidance-Counseling Service in Office of Education Region VII and the Development of an Effective Guidance-Counseling Program for Adult Basic Education Students

This is the first of three reports outlined in the above named proposal. It reflects the data collected and tabulated to provide base-line information concerning the current status of Adult Basic Education guidance and counseling services in the five states of Region VII. The guidance and counseling needs for these students can be readily identified in the reports of the programs for each state.

This report was initially planned as a status study on which to develop a region-wide model for guidance and counseling services for local Adult Basic Education centers that will be the focus for the next report of the project.

The cooperation in assembling these data was unusually good. The project was delayed two months in the process of funding and in spite of this, the initially planned February deadline has been met. Special commendations are in order for the personnel in state departments, the consultants, and the staff at the project administration center.

This project is one of several funded under Section 309 of Public Law 89-750, but it is unique in that it is the only one that attempts to resolve the guidance needs for Adult Basic Education students. Therefore, I am proud and pleased to be associated with this endeavor.



William E. Barron
Project Director

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I. INTRODUCTION

INTRODUCTION

This is a report of Phase I of the Special Guidance and Counseling Project for Adult Basic Education, for the Office of Education Region VII encompassing the states of Texas, Arkansas, New Mexico, Louisiana, and Oklahoma. The report reflects information forwarded to the staff of The University of Texas at Austin, Extension Teaching and Field Service Bureau, by the five participating states. The information received from the states was based on observations, statistics, and surveys made by the project staff assigned to a given state program.

The format of this Phase I Current Status Report includes this introduction, a composite picture and analysis of the current status of guidance and counseling activities in each of the respective states, state summaries on their current status, summary by central project staff from The University of Texas at Austin, project status and planning review according to the time elements and planning stated in the approved project application, and the five state reports as submitted by the respective states.

The primary purpose of this report, as indicated in the project application is, and was, to develop a clear analytical picture relative to the current status of guidance and counseling practices in the five-state region. From this report can be developed a baseline from which future phases of the project can be developed. At the same time, this report will serve in the future as a basis for continuous evaluation of the progress, or lack of progress, being achieved by the project.

The conception of this project was the result of an initial meeting which included the five state Adult Basic Education Directors, staff from

the Regional Office in Dallas, and members of the staff from the Extension Teaching and Field Service Bureau of The University of Texas at Austin. That meeting, held in early 1967, set in motion the development of a guidance and counseling project oriented to the needs of the Adult Basic Education programs in the five states of the Region. At that meeting the thought was expressed that the extent of guidance and counseling activities, primarily for the adult, was either totally lacking or disorganized to the point that such a program was inefficient. It was further determined that it was necessary to develop a current picture of guidance and counseling practices in the five states. Further, it was decided that a major objective of such a project must be the development of materials and techniques which could be used in the training of teachers to develop guidance and counseling "awareness."

Prior to the submission of the approved guidance and counseling application, a meeting was held in Dallas, Texas, at the Regional Office Building to discuss final format and content of the project. All five states approved and enthusiastically supported the application. At that same meeting, it was pointed out by the Staff Specialist for Adult Basic Education from The University of Texas at Austin, Extension Teaching and Field Service Bureau, that the in-service, package development portion of the guidance and counseling project would become an integral part of the teacher trainer workshops and the teacher training workshops. It was also pointed out that one week of the summer workshops would be devoted to the use of the package developed out of the guidance and counseling project; therefore, a close tie between the two projects would afford large scale distribution of the materials provided by the guidance and counseling project. Throughout the development and implementation

of the project to this point, a concerted effort has been made to coordinate with all other Adult Basic Education activities in the Region.

As the development of the project progressed the state directors were continually made aware of progress and asked for comments and direction. The project submitted to the United States Office of Education reflected agreement among all five states as to the perceived problem in each state.

Once the application was approved and the contract awarded, which was November 7, 1968, selection of the project staff began. Each state appointed a member of their Adult Basic Education staff to be responsible for the project obligations in their state. This Adult Basic Education staff person was then asked to select a university faculty member who had shown interest in Adult Basic Education, as a continuing consultant to the state project staff. Likewise, the state project director was also asked to select a staff member from his state department's guidance and counseling division. Therefore, each state was represented by the state project director, a university faculty member, and a guidance and counseling person from the state department. (See attachment No. 1 for persons selected.)

Following the approval of the application and selection of the staffs in each state, a meeting of those persons was held in Austin, Texas on December 4 and 5, 1968, to formulate guidelines for the first phase of the project. Those guidelines are enclosed for the reader's inspection (See attachment No. 2). The meeting lasted two days and was attended by the fifteen state project people and five members of the staff of the Extension Teaching and Field Service Bureau of The University of Texas at Austin. The meeting resulted in the guidelines mentioned above;

however, more important was the interchange of ideas and the conversation around the table concerning guidance and counseling for adults. University faculty members oriented the state department people to the terminology and theory of guidance and counseling, and the state department representatives oriented the University persons to the unique problems faced by the teachers and staff involved in the Adult Basic Education programs in the five state area. Out of this interaction developed a common understanding of the basic problems faced in the project and the need for cooperation between the university and states in fulfilling the objectives of the project.

The University of Texas at Austin, Extension Teaching and Field Service Bureau, coordinators of the project, traveled to three states during the initial data collection and analysis phase to assist where possible. As the project continues, the remaining states will be visited in addition to other trips into the project states as necessary.

The cooperation of the Regional Program Officer, Mr. George Blassingame, cannot be underestimated and his assistance in the project to date is appreciated.

As the reader progresses through this Phase I report of the project, it must be pointed out that the states began their information collection following the Austin meeting, which was held on December 4 and 5, 1968. They were given a deadline date of January 17, 1969, for reporting on the guidelines developed in the Austin meeting.

In reviewing the regional report one must be cognizant of the fact that other programs such as Job Corps, Manpower Development Training, Vocational Rehabilitation, and others are serving the same type of clientele as is the program of Adult Basic Education.

Attachment #1

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THE UNIVERSITY OF TEXAS
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Attachment #2

Office of
Extension Teaching and Field Service Bureau
201 Extension Building
(512) 471-7335

December 6, 1968

TO: State Project Directors, Guidance and Counseling Project, Adult Basic Education

FROM: Bob Wood, The University of Texas at Austin, Extension Teaching and Field Service Bureau

RE: Meeting in Austin and Guidelines for Phase I

As you begin collecting and evaluating material according to the guidelines enclosed, I am assuming you will use outside resource persons when the need arises. I'm sure that you, your guidance and counseling person from the state, and the consultant from the state university will not be able to do all of Phase I due mainly to the time limitations. I would hope that other resource persons from the state department could be called in when necessary.

Our staff was impressed with the caliber of persons in attendance at the Austin meeting. All five states should feel proud of their representatives.

If we can be of any assistance, please don't hesitate to call on us. We will be setting up dates with your state director to visit when time allows.

Thank you for your cooperation.

THE UNIVERSITY OF TEXAS
DIVISION OF EXTENSION
AUSTIN, TEXAS 78712

Office of
Extension Teaching and Field Service Bureau
201 Extension Building
(512) 471-7335

December 6, 1968

TO: Participants in the Region VII Guidance and Counseling Project

FROM: C. Robert Wood, Extension Teaching and Field Service Bureau, The University of Texas at Austin

RE: Guidelines for Phase I and other related items

I would like to express the appreciation of the Austin staff for the effectiveness of the recent meeting in Austin. We feel that all participants showed a desire and willingness to fulfill the aims of this project. It appeared to us that all participants have varied but related interests in developing and implementing an effective guidance and counseling program for continuing adult education. We feel the caliber of personnel representing the universities and state departments is extremely outstanding and guarantees state and Regional successes.

Enclosed you will find the guidelines developed from the meeting. A list of suggested outside agencies is also included for your information, feel free to add whatever is needed to adequately cover the topic.

If you discover that we have overlooked any important items on the guidelines, please contact me as soon as possible so I can communicate with the other persons involved. There is nothing which precludes us changing where necessary.

We would like the final reports into this office by the end of the second week in January so we will have time to compile the regional report.

Dr. Tunnell, Don Hale, and/or myself will begin moving into your state to work with you and determine progress being made. This will assist us in developing a clear picture of what you are doing so we will be able to communicate and coordinate the regional progress.

Thank you for your efforts on behalf of the Regional Adult Basic Education program.

RESULTS OF DECEMBER 3 AND 4 MEETING IN AUSTIN TO DEVELOP GUIDELINES FOR PHASE I OF GUIDANCE AND COUNSELING PROJECT

It was decided by the group that:

1. Each state is to develop a position report following the enclosed guidelines;
2. The pilot centers are not to be specifically dealt with in this position report;
3. The position report will be general in content and reflect ABE conditions for the entire state;
4. The report is due in the Extension Teaching and Field Service Bureau on or before January 17, 1969.

GUIDELINES FOR PHASE I:

(the following items are to be considered in order given)

I. Statistics taken from State ABE Report to United States Office of Education. (most recent report)

Include the following data:

a. Students:

1. Number of students involved in ABE programs
2. Ages of students by ranges
3. Number by sex
4. Number of prospective students in state
5. Attrition rate

b. Classes:

1. Number of ABE centers by type (day, night, full time, part time)
2. Number of classes by centers
3. Number of classes in state
4. Class size

5. Urban rural characteristics of centers

c. Teachers:

1. Number full time

2. Number part time

3. Sex

4. Educational level

5. Years experience in ABE

6. Attrition rate (if possible)

GUIDELINES FOR PHASE I REPORT:

II. Guidance functions or practices as currently related to: (narrative)

a. Teachers

b. Administrators

c. Supervisors

d. Counselors

e. Outside agencies and institutions

III. Summary (narrative)

IV. Implications of this report of Phase II of project (listing narrative)

Outside Agencies:

1. Voluntary literacy councils or associations
2. Employment agencies
3. State agencies
4. Vocational rehab
5. Distributive education
6. Family counseling services
7. M.D.T.A. programs
8. College and universities
9. Others you may discover

II. ANALYSIS OF STATE REPORTS

AND

REGIONAL SECTION SUMMARIES

by

CENTRAL PROJECT STAFF

ANALYSIS OF STATE REPORTS

I. Statistical Overview

STATE	A B E		
	Students	Teachers	Classes
Arkansas	6,000	363	324
Louisiana	11,390	643	637
New Mexico	2,875	128	120
Oklahoma	5,472	390	390
Texas	44,772	2,320	2,320
TOTAL	70,509	3,844	3,791

A. STUDENTS

1. Number of Students Involved in ABE Programs

State	Total ABE Students
Arkansas	6,000
Louisiana	11,390
New Mexico	2,875
Oklahoma	5,472
Texas	44,772
Region	70,509

2. Ages by Ranges

Ages	Arkansas	Louisiana	New Mexico	Oklahoma	Texas
18-24	1,090	1,795	604	1,094	7,298
25-34	1,190	2,272	843	1,233	24,759
35-44	1,762	2,674	725	1,167	
45-54	1,022	2,191	437	1,390	4,880
55-64	602	1,387	213	426	4,567
65 & over	334	919	53	162	
Unknown		179			3,268
Total	6,000	**11,390	2,875	5,472	44,772
*Mean Age	39.29	41.13	36.15	38.40	

*Regional Mean Age = 38.74

*Texas and "unknowns" excluded. Mean ages are approximate, due to interval data (21 lowest age used, 65 oldest).

**Error of 27 in reported total: insignificant to statistical analysis.

3. Number by Sex

	Ark.	La.	New M.	Okla.	Texas
Male	2,404	3,303	1,232	2,189	19,476
Female	3,596	8,087	1,640	3,283	24,983
Unreported			3		313
Total	6,000	11,390	2,875	5,472	44,772
%Male	40%	29%	43%	40%	44%
%Female	60%	71%	57%	60%	56%

4. Table I

Number of Prospective Students in the State

State	Number	Criterion
Arkansas	369,382	(Adult Basic Education Quarterly Report) August--October, 1968 Not given
Louisiana	687,564	Age 25 or more, less than 8 years schooling (1960 U. S. Census)
New Mexico	175,000	18 and over--Not given
Oklahoma	365,000	Less than 8th grade
	720,000	Less than high school
Texas	1,500,000+	(Interpolated from 1960 census information) Over 18, less than 8th grade
Total	3,816,946	

Table II

Percent of Population
ABE Potential:
Percent ABE Potential Enrolled

State	*State Population	Potential Number Needing ABE (Meeting Standards)	** % of Total Population Eligible	Present ABE Enrollment	% of Potential Now in ABE
Ark.	1,955,000	369,382	19%	6,000	1.63%
La.	3,603,000	687,564	19%	11,390	1.66%
N. M.	1,022,000	175,000	17%	2,875	1.64%
Okla.	2,458,000	365,000	15%	5,472	1.50%
Texas	10,752,000	1,500,000	14%	44,772	2.98%
Total	19,790,000	3,096,946	16%	70,509	2.28%

*Note: 1967 estimated state population, from U.S. Bureau of the Census, Statistical Abstract of the United States: 1967 (88th Edition). Washington, D. C., 1967.

**Rounded off to nearest whole number.

5. Attrition Rate of Students

a. Arkansas

Attrition rate (Quarter Region for 1968)

1)	For Employment	208
2)	For Other Reasons	1,015
3)	Total Separations	1,223

b. Louisiana

The dropout rate for all reasons is 20.7 percent.

Enrollment by school years completed:

	Public School Level Completed	Enrollment	Percent	Number Dropouts
Basic	0-3	3,417	30	498
Intermediate	4-6	3,645	32	855
Advanced	7-8	4,328	38	917
Other				93

c. New Mexico

1) Number of dropouts by grade level

a)	Basic (1-3)	257
b)	Intermediate (4-6)	324
c)	Advanced (7-8)	328
	Total	909

2) Number of dropouts for

a)	Employment	125
b)	Entry into a training program	103
c)	Job change	86
d)	Lack of interest	219
e)	Other known reasons (illness, maternity, transportation, moved, baby-sitting, job schedules)	206
f)	Unknown reason	170
	Total	909

d. Oklahoma

1)	Basic grade level (1-3)	296
2)	Intermediate grade level (4-6)	250
3)	Advanced level (7-8)	273
	Total	819

e. Texas

The attrition rate for the program is quite high, with approximately 30 percent of the students terminating the program before completion. The attrition rate seems pretty evenly distributed among the three levels of the program.

f. Summary

State	Percent of Attrition
Arkansas	20.38% (derived*)
Louisiana	20.70% (given by the state)
New Mexico	31.62% (derived*)
Oklahoma	14.96% (derived*)
Texas	30.00% (given by the state)

*derived on basis of present enrollment--therefore, an approximation.

SECTION SUMMARY

Students

In the following section summaries of the state reports, the conclusions which seem important and reasonable for the region will be suggested. The implications of these conclusions are sometimes self-contained within the conclusions themselves; however, as far as it is possible, implications for future action will be saved for discussion in a later section of this report (Section III).

Every state has a vast, rather overwhelming potential ABE population, only a small fraction (average 2%) of which is presently served by ABE programs. Admittedly, this rather gloomy statistic comes from an unclear criterion for establishing just who is a present ABE student: This criterion is not definitive, with some references made to "an eighth grade education", i.e., having completed eight years of schooling, while other references are made to an education of "eight grade level." Obviously, completing eight years in school and having attained an educational level of eight grade (for example, on a standarded test of achievement) are often quite different things.

Furthermore, there is an implied idea that education stops on leaving school. Included in the present criterion(s) of potential ABE population are undoubtedly a number of persons who, by now, have attained a high degree of education by their own success in living and pursuing a career. To over-balance these self-educated folk are, however, probably thousands of relatively younger persons who have spent at least eight years in school and are not included in the potential population, but whose real education level is pitifully low, certainly below eighth grade level. What all this adds up to is

this: The need for a clear and uniformly accepted criterion for establishing ABE potential population is very real.

With the present criterion(s), as approximate as they are, however, it is at least obvious that ABE is hardly making a dent in reaching the great numbers of under-educated persons in this five-state region. With 14-19% of the total state populations estimated now as potential ABE students (See Chart B) and an average of 2% of these enrolled in ABE programs, the need for further out-reach is enormous.

The average ABE student is 39 years old. This mean age has implications for future model program building in ABE. Although ABE has large numbers of young people in its programs, the fact that the average age is "early forties" means there is a large number (in fact, approximately half the ABE students) older than forty who must have special needs and special adjustments to make in pursuing an educational program in the middle of their lives. Furthermore, if ABE attempts to enroll a higher number of younger persons, with perhaps changes in emphasis like pushing a GED Program, the special needs of the older persons will still be there. This suggests the need for in-built flexibility in program building if the really different needs of younger and older persons in an educational program are not to be averaged out into an ineffective approach that ignores basic problems.

In all states, with the exception of Louisiana, the sex division is approximately 40% male and 60% female. Again, the exception of one state in this general pattern--29% male, 71% female--suggests the need to build flexibility into programs. The reasons

for this exception can only be guessed at now: perhaps the higher rate of Negro population, with a relatively more matriarchical family style, accounts for the very high percentage of female students in Louisiana. Another peculiarity of student population is the 20% of total student enrollment in Texas that is represented by inmates of prisons and institutions. Surely this is a population with many idiosyncratic needs.

The attrition rate of students is rather discouragingly high and varies (estimate) between the states from 15% to 32%. When percent of potential students being reached by ABE is already so low, an attrition rate that reaches as high as one-third is cause for concern. The obvious conclusion is that large numbers of ABE students do not find their needs met in the present programs.

It is the collective subjective impression of a number of persons working with ABE that many of the more highly motivated students have been "creamed off" in the initial years of the program. These were persons who had waited all their adult lives for something like ABE to come along. Now that this backlog has been serviced, the potential population that is left may be much less single-minded as far as academic motivation is concerned. Their needs may be somewhat different and certainly more complex.

The older student presently in ABE may have a stronger need for social and personal interaction than the older student who unhesitatingly entered the programs early in the game, bent on self-improvement. Likewise, the many young people presently finding their way into ABE are from a generation which had relatively easy access to public schooling: It is certainly more than likely that this younger group includes a high percentage of persons who could not

learn "the first time around" because of emotional disturbances, or learning disabilities. In short, those special skills which belong to the guidance worker or counselor appear crucial in increasing the total supportive service required to properly assess and meet the needs of the present ABE students.

As guidance and counseling services enter the ABE program, they will be pressed to answer these questions: (1) Who are the students and what are their needs? (2) How can counseling and guidance efficiently work to release the energies of students who, for many personal reasons, are not presently free to learn what ABE offers or can offer them?

B. CLASSES

1. Number of ABE Centers by Type

State	No.	Full Time	Part Time	Day - Evening	
Arkansas	77	15	*61	18	59
Louisiana	351	--	351	1	350
New Mexico	Not Reported	--	---	--	---
Oklahoma	108	--	108	Not Reported	
Texas	180	***1	179	1	179
Totals	716	16	699	20	588

* Discrepancy in Total

** Nature of Centers Semi-Individualized

*** Huntsville Prison

2. Number of Classes by Centers

a. <u>Arkansas</u>

1) Average 4.7 classes per center
2) Range 1 to 41 classes per center

b. Louisiana

No. of Classes in the Center	No. of such Classes	Total Classes
1	206	206
2	75	150
3	32	96
4	17	68
5	14	70
6	5	30
7	1	7
10	1	10
Total	351	637

c. New Mexico

Not reported.

d. Oklahoma

Number of classes by centers not available.

e. Texas

In these 180 centers there are some 2,320 classes. Although this intimates an average of 13 classes per center, the true picture is somewhat different--50 percent of the programs have from 1 to 6 classes, while 2.5 percent of the programs have more than 81 Adult Basic Education classes.

Enrollment in the programs also have a vast range, with one-fourth of the programs having between 10 and 50 students, while 18 percent of the programs have 500 or more students.

The vast range of size is the product of the variability of the Texas program, perhaps even a product of the uniqueness of the state itself. Almost one-fifth of the students enrolled in the program are in the State prison or other institutional settings.

3. Number of Classes in the State

State	Total Classes
Arkansas	324
Louisiana	637
New Mexico	*120
Oklahoma	390
Texas	2,320
Total	3,791

*Public school buildings 108
All other facilities 12

4. Class Size

State	Average Class Size
Arkansas	14.1
Louisiana	17.8*
New Mexico	Not reported
Oklahoma	Approximate 15 (minimum 12, Maximum 20)
Texas	Not reported
Regional Class Size (Based on those Reporting)	15.63

*It must be understood that students have the privilege to enroll at any time during the entire school session. Since there were dropouts and additional enrollees throughout the year it stands to reason that the 17.8 adults per class were not the number present during each class period.

5. Urban-Rural Characteristics of Center

Number of Centers

State	Urban Criteria	Urban	Rural	Other
Arkansas	Urban 5,000	17	52	
Louisiana	*NR	129	222	
New Mexico	*NR	*NR	*NR	
Oklahoma	*NR	**NA	**NA	
Texas	Urban 10,000	13	*NR	***167
Totals (those reporting)		159	274	167

*NR--Not Reported

**Most Center directors are recuiting enrollees from rural areas where it is convenient. If for any reason the people cannot come in to the urban classes, the directors will set up classes in the rural communities.

***Includes rural and prisons and institutions.

SECTION SUMMARY

Classes

The most obvious conclusion about ABE classes in the region is that they are part-time, evening endeavors. Only one state has a strong full-time program, and that is Arkansas; this same state is the only one with any real involvement in day-time classes. In Oklahoma, which has Learning Centers with a semi-individualized program of instruction, the day-or-night aspects of attendance can be more flexible, however, than in the majority of the states.

The number of classes held in a center is an extremely variable statistic. An "average" number of classes by center does not appear to exist in reality. All but two of Louisiana's centers and over half of Texas' centers have only 1-6 classes each; however, Texas, for example, has some centers with over 81 classes.

The average number of students per class is not, however, subject to much variation: reported class sizes range only from 14 to 18 students per class. In short, density of population around a center appears to be the variable in how many classes a center has, not differences in teaching practices, i.e., how many students make up a class. Optimum class size appears to be rather standard.

The least clear description of instruction in the region is that of the rural-urban characteristics of centers. The numbers of rural and urban centers were available for some states; but due to the small populations in many rural centers and the large populations in the fewer urban centers, a true picture of rural-urban qualities of ABE was not obtained. These figures were not available due to a shortcoming of the study, which did not request the number of students

by centers. The size of the center will have important implications for guidance and counseling not only in the rural-urban aspects of the center but other factors related to size: number of students necessary to justify full-time counseling personnel, and in the absence of this, increased help to the teachers in providing guidance services; number of students to support an active social program, if needed; quality and size of facilities for guidance and counseling activities.

Especially in view of the fact that class size appears to be stable across the region, the other aspects of the classroom situation appear more in portant. Already mentioned is the question of the size and nature of the center, with its implications for guidance and counseling in understanding the life situations of students and their particular needs. Also pertinent for guidance and counseling are aspects like time for guidance activities, proportion of the class program that has or can have guidance content built into the curriculum, and the training of teachers to tap those group dynamics which are inherent in any classroom situation for the benefit of personal growth in the students.

C. TEACHERS

Table III

Teacher Employment

Employment	Ark.	La.	New M.	Okla.	Texas	Regional Total**
Full-Time	17	0	*NR	4	10	31
Part-Time	346	643	*NR	386	2,310	3,685
Total	363	643	128	390	2,320	3,844

*NR--Not Reported
**(those reporting)

Table IV

Teacher Sex

	Ark.	La.	New M.	Okla.	Texas	Regional Totals
Male	101	298	*NR	*NR	928	1, 327
Female	262	345	*NR	*NR	1, 392	1, 999
Totals	363	643			2, 320	3, 326

*NR--Not Reported

Table V

Teacher Educational Level

	Less than Bachelor's	Bach-elor's	Master's or above	Ph. D.	Admin. Cert.	State Totals
Arkansas	12	280	70		1	363
Louisiana*		444	192	1		*637
New Mexico	***NR	***NR	***NR	***NR	***NR	
Oklahoma**						
Texas	255	1, 183	882			2, 320
Regional Totals****	267	1, 907	1, 144	1	1	3, 320
Percent of Teachers holding each level of Degree	8%	57%	35%	.03%	.03%	

*All teachers possess a valid teacher's certificate as required by State Board of Education. *Total reported: 637. Total teachers: 643.
**All ABE teachers are required to have a valid Oklahoma teaching certificate. This indicates the teachers all have at least a bachelors' degree.
***NR--Not Reported
****(those reported)

Table VI

Teacher Experience in ABE
(Prior to Fall 1968)

	Ark.	La.	New M.	Okla.	Texas
None		*90	**NR	**NR	Av. 2, with average of more than 3 years in public school.
Less than 1 yr.	9				
1 yr.	70	64			
2 yrs.	46	84			
3 yrs.	83	405			
N.A.***	95				

*Louisiana's data was interpreted for Fall 1968 (i.e., 1/2 year of experience was subtracted from the December 1968 figure reported.)
**NR--Not Reported
***N.A. --Not Available

Table VII

Teacher Attrition Rate

Arkansas	Not Available
Louisiana	*14%
New Mexico	***NR
Oklahoma	***NR
Texas	**20%

*The statistics on years of experience, item 5 above, show that 86% of the teachers now employed were reappointees in the program. More than 62% have been teaching since the inception of the ABE program.
This is a very low turnover record, which is good. This is one of the factors that promotes and maintains a quality program.
**The attrition rate of teachers is about 20% each year. The rate varies from a high of about 50%

to a low of less than 1%. In most large programs there is a waiting list of those who want to teach. The main reason for teachers leaving is that the family moved. Other reasons for leaving are similar to those leaving elementary teaching.

***NR--Not Reported.

SECTION SUMMARY

Teachers

Since nearly all ABE classes are held part-time at night, almost all ABE teachers are part-time, again with the exception of Arkansas where 18 teachers work during the daytime, 15 of them full-time. This indicates that most of these teachers are likely public school teachers, who teach full-time during the day.

The high educational qualifications of these teachers is a favorable statistic. Only 8% of the teachers have less than a Bachelor's Degree; 57% have a Bachelor's Degree and 35% have a Master's Degree or higher. This compares favorably, for example, with the qualifications of Texas public school teachers, where the percentage of Master-Degree teachers is the same 35%.*

The division of teachers by sex is exactly the same as the division of students by sex (with the noted exception of Louisiana): 40% male, 60% female.

For teachers for whom figures are available, the average experience in ABE is about 2 years.

Only two states report attrition rate of teachers, one 14% and one 20%. This includes attrition for all reasons. In addition, some of the ABE teachers leaving one center may be showing up as teachers later in another center. Though attrition rates do not appear excessive, teacher attrition may need more concern in the future, especially in the area of gathering concrete data about rate

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*Figure from Mr. E. M. Vodicka, Division Teacher Education and Certification, TEA, Austin, Texas.

of teacher attrition and the reasons for leaving the program. If guidance and counseling is to be concerned with the total ABE situation, this includes the special needs of ABE teachers, as well as student and classes.

Probably the major conclusion to be drawn from looking at the data on ABE teachers is that they are a highly qualified professional group who tend to remain in the program once they have entered it; in other words, in-service training for these teachers--including training to improve student relations with adults, guidance functions of teachers, assessment of student characteristics, group dynamics, and peculiar problems of the adult learner--appears highly justified. Such in-service efforts coming from a guidance and counseling orientation appear to have high potential for rather rapid, real results in providing better service to ABE students.

II. GUIDANCE FUNCTIONS

A. Guidance Functions of Teachers

1. Arkansas

Guidance functions of the teachers of Adult Basic Education are for the most part of an informal nature. These consist of activities that are normally carried on by any classroom teacher. Most of the teachers do participate in one or more of these following activities: recruiting, class assignment, record keeping, occupational and educational information.

2. Louisiana

It is impossible for a teacher not to give some guidance to ABE students of her class. This type of guidance is more or less of advice and certainly not carried out in an organized manner. In most cases there are no definite objectives set up for the individual students. The limited counseling conducted with the ABE students is with those with whom a good teacher-student rapport has been positively established. This causes some students to ask for advice.

3. New Mexico

As shown in the statistical section, most ABE teachers come from elementary and junior high public schools, and approximately two-thirds normally are employed as elementary teachers.

Although most teachers offer academic and personal advice they become uncomfortable when placed in the counselor's role. The teacher is accustomed to refer counseling problems to the trained guidance worker. However, there is no counterpart in the adult basic education program, thus adding to the teacher's frustration.

It is common for teachers to give information and advice on employment, home management and financial management, academic programs, and the basic social graces. Other guidance functions performed by the typical adult basic education teacher include: registration and orientation, placement and achievement testing, testing interpretations, referals to community agencies, providing educational, vocational, and social information, use of group guidance procedures, serving as a catalyst for social interaction, maintaining close personal contact with students, and referring complex cases to a professional counselor. However, these activities are random, varied, and uncoordinated because the present system assumes the teacher will take the initiative to serve in a guidance capacity, and because there is no central training, coordination, or encouragement to do so.

4. Oklahoma

The following guidance services are provided by teachers in the ABE classes:

a. New students are provided orientation during the first class period in the procedure outlined in the attached bulletin on Orientation Meeting Night Procedure.

b. Educational placement is provided on the basis of group guidance, such as: informing the student he must find his appropriate level so that he will not be bored or discouraged by starting on too low a level or too high a level. With this preparation, students are usually tested by the test designed for adults.

   1) The teacher conducts individual exploratory reading sessions on graduated reading levels.

   2) Placement may be made by using a word list. When the achievement level is greater than 8th grade, the teachers usually utilize tests such as: California Achievement Test, Metropolitan and Stanford.

   3) When the student level has been identified, the students are usually grouped in one of the following levels: Beginning, 0-3 (the 0-3 level is usually in a self-contained classroom); Intermediate, 4-6; Advanced, 6-8.

c. A progress folder is usually developed on each student, the folders containing information such as: attendance, test scores, types of material used, progress reports, personal and social problems.

The personal data consists of: name, address, telephone number, birthday and grade last completed, and will be obtained the first night of class. However, the more sensitive data will be obtained at a later date after the student becomes acclimated to the classroom enviroment. The following is an example of such items: race, marital status, number of children, source of income, principal language used for communication.

d. Group guidance is provided by the teacher in a tactful manner on such subjects as: consumer education, social security benefits, employment outlook and job orientation, health education and social behavior.

e. The classroom teacher provides individual counseling on such problems as: social, emotional, and in planning his educational program. The techniques used by the classroom teacher are usually: listening to students, giving them supportive service, encouragement, confirming their confidence and establishing self-confidence.

f. The classroom teacher provides referral services to the ABE student when he does not feel qualified to advise the counselee. Referrals include such areas as: emotional, social, health, employment, GED certification and future educational and/or vocational planning. The referral agencies include

the ABE school counselor (when available), County-City Health Department, employment service, vocational rehabilitation, churches.

g. Teacher evaluation of ABE students cover such areas as: educational progress, interest, tolerance level, personality factors, hobbies and employment potential and evaluating their social philosophy.

h. ABE teachers' follow-up procedure is limited at this time. However, a few techniques being used in Oklahoma are: How many passed the GED test? How many have improved their earning power or employment status? How many are following a continued educational plan? What are the reasons for dropouts? How many improved their standard of living?

5. Texas

To what extent, if any, do teachers engage in guidance and counseling? The majority responded that the teacher is the main source of guidance and counseling. Many responded that the teacher was available when the student wanted or needed guidance.

At least ten schools reported the teacher engaged very little in this activity. Small rural areas seem to have less need for counseling than do urban or near urban communities.

Summary of Guidance Functions carried on by teachers as reported by the five states.

	Ark.	*La.	N. M.	Okla.	*Texas
Recruiting	1				
Academic Activities & Class Placement	1		1	1	
Permanent Record Folders & Record Keeping	1			1	
Occupation & Ed. Info.	1		1	1	
Advice		1			
Home Management			1		
Financial Management			1	1	
Basic Social Behaviors			1	1	
Registration & Orientation			1	1	
Testing & Test Interpretation			1	1	
Referrals to Community Agencies			1	1	
Group Guidance Procedures			1	1	
Close Personal Contact with Students			1		
Health Education				1	
Outside Agency Benefits				1	
Teacher Evaluation of Students				1	
Follow-up				1	
Social Security Information				1	

*Not Delineated

It appears that the guidance functions as carried on by teachers are randomized and without any explicit organization. The guidance seems to center around the area of record keeping which is necessary for the administration of the program. The other areas (besides the record keeping functions) tend to be left to the initiative of the individual teacher.

New Mexico reported that two thirds of their teachers are from the elementary level and most of the remaining one third teach at the junior high school level. Guidance information needed at these elementary and junior high levels is somewhat inconsistent with the information needed with a functionally illiterate adult.

B. Guidance Functions of Administrators

1. Arkansas

Unless the administrators are also working in the dual role of supervisor, there is little or no guidance from this office.

2. Louisiana

The administrators very seldom deal with the students personally, therefore, it has been almost impossible for guidance and counseling to occur through them.

3. New Mexico

The New Mexico system involved administrators working as supervisors and supervisors working as administrators. The administrator's role as defined

by the New Mexico Committee involves the State Department of Education's responsibility for providing the top leadership for adult basic education. The supervisor's role in New Mexico is to serve as an administrator at the individual community level. It is agreed that the supervisor's role should be that of providing guidance to teachers, and serving as a resource person for the development of the basic education program. It is also agreed that the prime role of the supervisor is to improve instruction. It is generally concluded that there are no supervisors serving in this capacity in New Mexico. The administrator/supervisor at the district level primarily is involved with the testing and placement functions. Most programs involve an initial academic placement interview where the supervisor, either by testing or by verbal appraisal, places a student in the appropriate section. Counseling at this level is primarily academic because the administrator/supervisor lacks time to do any more. Minimum time is spent on the academic follow-up of individual students, and little time is spent on attendance problems.

The major complaint expressed by the administrator/supervisor is that there is no time to work in program development, and very little time to actually observe classes. Therefore, little improvement of instruction originates from the administrator/supervisor.

The time element limits the amount of interaction

that can be accomplished between existing community agencies. Most administrator/supervisors feel that ABE teachers and students are not fully utilizing community resources because there is no liaison between ABE and community agencies.

4. Oklahoma

The administrator, supervisor and/or director in most instances is the same person. In most programs the administrator has little contact with the ABE student and, therefore, provides a limited amount of guidance and counseling. In the smaller programs the administrator is sometimes a high school counselor working part-time in the ABE program. In these cases, the administrator is actively involved in individual counseling, referral, placement and testing. In the small programs, the counselor-administrator is actively involved in all phases of the ABE educational program, including the recruitment of students. On the whole, the Oklahoma ABE programs do not have full-time counselors devoting 100 percent of their time to this function.

In the larger ABE programs, the administrators are actively involved in public relations with the numerous outside government agencies, with local civic organizations, private industry, publicity promotion and establishment of classes in outlying school districts.

5. Texas

To what extent do administrators engage in guidance and counseling? The three most frequent responses were the administrator engaged in guidance as needed, was available, and very little.

The administrator served mostly as a group counselor to encourage regular and continued attendance in the program, interpret test scores, and assist in any way he was needed.

It appears the administrator engaged in guidance and counseling in proportion to his ability, but there was not a great deal of "out reach."

Summary of Guidance Functions carried on by administrators as reported by the five states.

Generally speaking the administrator plays no part in the guidance program of ABE unless the position has the dual role of supervisor/administrator. Two states, New Mexico and Oklahoma, report the dual relationship.

In New Mexico the administrator/supervisor does the placement and a very limited amount of follow-up. Primarily the concern in this state is academic guidance.

Oklahoma also has the dual role for its administrator. It is stated that there is very little contact with the students unless the administrator/supervisor happens to be a high school counselor, in which case he gets very involved.

In Texas the administrator serves mostly as a group counselor to encourage attendance, interpret test scores,

and help in other ways proportionate to his ability.

C. Guidance Functions of Supervisors

1. Arkansas

Most supervisors employ the following techniques that might be classed as guidance functions: recruiting, screening, individual and group conferences, follow-up on drop outs and absentees, securing resource people from outside agencies to offer information and assistance to enrollees.

2. Louisiana

Supervisors do some guidance more or less with class groups in a motivating fashion to encourage the adults to apply themselves to learn and motivate them to continue their pursuit in education. The actual guidance and counseling is limited among supervisors.

3. New Mexico

See previous section, Guidance Functions of Administrators.

4. Oklahoma

See previous section, Guidance Functions of Administrators.

5. Texas

Not reported.

Summary of Guidance Functions carried on by Supervisors as reported by the five states.

In the states of New Mexico and Oklahoma the supervisor has a dual role of administrator/supervisor.

Guidance activities in which supervisors engage. (Specifics only as reported.)

	Ark.	La.	**N. M.	**Okla.	*Texas
Recruiting	1				
Screening	1				
Individual & Group Conferences	1				
Follow-up, Dropouts & Absentees	1				
Securing Resource People	1				
Motivation	1				

**Dual role: See Guidance Functions of Administrators

*Not Reported

In general, the regional report indicates that the role of the supervisor in guidance functions is primarily in the areas which implement the administration of the ABE program.

D. Guidance Functions of Counselors

1. Arkansas

There are twenty-nine (29) professional counselors employed in the program in Arkansas. These are high school counselors, certified by the State Department of Education. Only a small percentage have had experience

working with adults. The counselors are doing their best with the tools they have to work with, but it is definitely felt that there is a need for in-service training to assist these people in working with adults.

2. Louisiana

Certified counselors usually have full-time duties of guidance and counseling children and youth. Since the teachers of ABE have not had an organized guidance and counseling program for their students, it very seldom develops that a certified counselor is requested to serve adults with this service.

3. New Mexico

Today's adult basic education counselor has received inadequate training in adult psychology, guidance techniques, and adult counseling. In most cases, he is recruited from junior and senior high schools. His function has not been defined; he often is used as an administrator or as a supervisor.

Some of the reasons for the lack of counselors is that adults may have a fear of talking about their school or personal problems to a person other than his or her teacher.

Two types of counseling are being performed in New Mexico: immediate placement in vocational training, and assistance in obtaining basic education with no promise of immediate job placement. The student is

in a setting where vocational training is more highly motivated. The student who finds himself in an educational setting where he has no immediate vocational training opportunities is less likely to be as motivated. It is, therefore, the counselor's responsibility to provide counseling services which, in effect, reinforce student motivation. The lack of proper counseling in some of the ABE programs could influence the program's success. A primary function of the counselor is to place a student at the proper level of his ability, and help him adjust to his class level.

It is difficult to find qualified counselors skilled in adult basic education techniques. The need for a program in adult basic education counselor training is long overdue!

4. Oklahoma

Not reported.

5. Texas

Not reported.

Summary of Guidance Functions carried on by Counselors as reported by the five states.

The regional report indicates that there are only a few full time counselors; there is a lack of experience and inadequate training among the counselors for working with adults. The experience level of the counselors employed is at the junior and senior high school level. This probably

reflects the emphasis in the counselor training programs at the universities at the state level and the demand for counselors by the Local Independent School Districts which hire counselors. The functions of the counselor in the ABE program are unclear and most often assume the role of an administrative function.

Guidance functions as reported by the states.

	*Ark.	*La.	N. M.	*Okla.	*Texas
Helping Obtain Basic Education			1		
Motivation			1		
Placement in Vocational Training			1		
Grouping			1		
Adjustment to Classes			1		

*Not reported

In general, the regional report seems to reflect an impersonal approach to guidance and a limited role of guidance utilizing the few counselors which are available in the ABE programs.

E. Guidance Functions of Outside Agencies

1. Arkansas

The following outside agencies supply helpful information, special lecturers and/or other assistance to Adult Basic Education classes: Employment Security, Welfare, Health Department, Agricultural Extension, P. T. A., Church Groups, O. E. O., Job Corp, Vocational Rehabilitation.

2. Louisiana

Occasionally adult students are referred to outside agencies for contacts needed by the individual. Again, it must be stated that this limitation is probably because of a lack of an organized program of Guidance and Counseling for ABE students.

3. New Mexico

Although every community has an agency or agencies, it is obvious that metropolitan areas have more resources at their disposal. Evidence indicates that maximum utilization of community agencies is not made. The degree to which adult basic education programs refer to community agencies varies from community to community.

The New Mexico committee attempted to evaluate the ways outside agencies were being used by adult basic education personnel. The committee saw the lack of sufficient interaction between adult basic education programs and the community agencies. There was little evidence that community agencies recognized the benefits adult basic education offered individuals in these groups.

4. Oklahoma

Not reported

5. Texas

Not reported.

Summary of Guidance Functions carried on by Outside Agencies as reported by the five states.

Arkansas' manner of approach is by bringing in resource persons from different outside agencies.

Louisiana uses the agencies as referrals.

New Mexico indicates little interaction with outside agencies.

Oklahoma and Texas did not report on this section.

Indicated use of the following agencies.

	Ark.	La.	N. M.	*Okla.	*Texas
Employment Security	1				
Welfare Dept.	1				
Health Dept.	1				
Agricultural Extension	1				
P. T. A.	1				
Church Groups	1				
O. E. O.	1				
Job Corp	1				
Vocational Rehabilitation	1				

*Not reported.

No one reported on the use of institutions of higher learning as a resource possibility.

III. SUMMARIES

AS REPORTED BY THE

FIVE STATES

SUMMARIES

A. Arkansas

The need for expanded guidance and counseling activities in the Adult Basic Education Programs for the State of Arkansas is unquestionable. This need is recognized by the State Department of Education.

Statistics show the growth and magnitude of the total program. Implications for guidance and counseling are definite. This service must grow along with the enrollment of students and the expansion of existing programs. The obstacles to be overcome seem to be what direction this growth will take, what will be the function of guidance and counseling in the Adult programs, and who will do it.

There is some guidance and counseling now present in the Adult Basic Education programs, although the effort is not coordinated as it should be and guidelines have never been set as to what the service will consist.

B. Louisiana

It is indicative that Guidance and Counseling is needed to the degree that it becomes a must because of the following information:

1. There is a large number, over half a million (over 40%) of the adults 25 years and over in Louisiana with less than an elementary education;
2. They are usually of the low income bracket;

3. The high percentage of their children dropping out of regular day-schools; (The guidance and counseling service may help to reduce the percentage.)
4. The low rate of their being employed;
5. The majority of welfare recipients are in this low educational level.

Because very few, if any, of our teachers in the ABE program have had any formal training in Guidance and Counseling for undereducated adults, and because Certified Counselors for this area are not serving these adults directly, it is imperative that some training of educators should be conducted to begin meeting the guidance needs of the under-educated, underprivileged and poverty-stricken adults.

6. Their lack of knowledge of helpful resources.

C. New Mexico

The purpose of this report is to present the position of the adult basic education program in New Mexico as it stands today.

The statistical section graphically shows that major inroads are being made to obliterate illiteracy. The study committee found that ABE teachers were satisfied with their accomplishments. But there was a growing concern for the development of a training program which would help ABE workers become more effective in providing guidance for their students.

Practicioners felt there are too many speeches from the so-called experts, and too little exchange of techniques among workers.

There is a growing concern that new techniques should be developed to motivate ABE students since his interest level is degenerating, and will continue to do so if the trend is not reversed.

Some veteran ABE workers feel that a special type of worker should be developed and trained to work outside the school, make home calls, talk with employers, and serve as an "ombudsman" to the ABE student and teacher.

D. Oklahoma

Report not summarized.

E. Texas

Report not summarized.

IV. IMPLICATIONS

AS REPORTED BY THE

FIVE STATES

IMPLICATIONS FROM STATE REPORTS

A. Arkansas

Implications of this report on Phase II of the project:

1. The need for a state plan for guidance and counseling should be established.
2. A basis for the outline of functions or duties of personnel.
3. A list of outside agencies and resource people to be utilized in referral and information service.

B. Louisiana

Implications of this report of Phase II:

The positive statistics as to the large numbers of adults involved and potential additional numbers needed to be reached and the students characteristics warrant the establishment of an organized model program of Guidance and Counseling for each Center of the ABE program.

The State Plan and model program should include objectives for improvements in at least the following areas:

1. Education
2. Employment, and
3. Personal improvement.

C. New Mexico

Most teachers presently are using learning units to teach facts and a body of knowledge that adult basic education students need and want. The teachers are becoming

more concerned about their inability to deal with other problems students have which indirectly relate to their academic experience. In analyzing the background, training, and sophistication of the ABE workers, the facts indicate a need for additional training in the area of problem sensitivity.

In the broadest sense of the word, the lack of knowledge and techniques of the "guidance function" is a concern of most adult basic education teachers.

It is essential that the general guidance knowledge of adult basic education teachers be broadened.

The data gathered in New Mexico implies that the teacher needs assistance in diagnosing classroom difficulties. This is based on the assumption that most teachers do not make the complex transition between teaching elementary and junior high school youngsters to teaching adults. The data also implies the following areas might be included in a model training program: a review of the learning characteristics of adults; a review of the basic theories of learning as they relate to adults; a review of learning disorders and learning attitudes; a review of reading disorders and techniques of diagnosing reading difficulties in adults; a general review of adult teaching techniques should be included; a review of motivational techniques to keep adults interested in the learning process; a technique course to teach showmanship.

The ABE counselor should not be given the task of administering the adult basic education program. It is

implied that the counselor should operate in the following areas of guidance:

1. Functioning as a resource person in registering and orienting students;
2. Conducting personal interviews with the students;
3. Counseling in educational, vocational, personal, and social areas;
4. Coordinating and conducting follow-up studies of ABE students;
5. Acting as a referral agent to the various helping agencies;
6. Conducting group guidance and group counseling sessions;
7. Directing the total testing and evaluation programs;
8. Training other adult education staff members;
9. Working with the students, teachers, administrators, supervisors and community to enhance the totality of the ABE program.

D. Oklahoma

Omitted

E. Texas

The purpose of this report is to survey the present place of counseling and other guidance services in the present program. An attempt has been made to determine how various members of the project team viewed their counseling responsibilities and in what ways those were fulfilled.

It was determined that no Adult Basic Education program hire counselors for that discrete function. Some school counselors are hired as teachers, so that their expected role in the program is that of teacher, and only incidentially as that of counselor.

Most program administrators view their tasks as primarily that of guidance, as much if not most of their time is occupied with recruitment, interviewing and enrollment of new students, and termination of students who have completed the program. They may also be involved with contacting referral agencies, aiding in job placement, placement in work training programs, etc.

The various interpretations placed on the guidance function as reflected by the reported hours spent in counseling can be seen upon study of data returned by different programs. Some programs report the total number of class hours (as high as 19,016) as counseling hours, while other programs report no hours whatever spent in this fashion. Neither of these reports is particularly viable.

As there are currently no counselors designated as such in the program, it is necessary to assume that any of the functions of a counselor which take place must be done either by the teacher or administrator. The structure of the program makes the identified guidance functions of the administrator logical. The balance of guidance functions become a part of the teacher's role, and the degree to which he gives this area his time and attention depends upon his

own interests and skills rather than what is expected of him. Therefore it can be assumed that at best counseling and other guidance functions occur in a haphazard manner, and generally on a crisis basis.

In reviewing the historical developments of adult education in the United States to date certain generalizations can tentatively be made which may have implications for planning future strategy.

1. The institutions of adult education have typically emerged in response to specific needs, rather than as a part of a general design for the continuing education of adults.
2. The developmental process of adult education has tended to be more episodic than consistent.
3. Institutional forms for the education for adults have tended to survive to the extent that they become attached to agencies established for other purposes.
4. Adult education programs have tended to gain stability and permanence as they become increasingly differentiated in administration, finance, curriculum and methodology.
5. Adult educational programs have emerged with, and continue to occupy a secondary status in the institutional hierarchy.
6. The insitutional segments of the adult education movement have tended to become crystallized without reference to any conception of a general adult

education movement. (Adult Education Association Handbook of Adult Education.)

The generalizations above are true of Adult Basic Education in Texas. In addition to the previously mentioned factors, Adult Basic Education as it is conducted now in Texas has several other items to consider in planning.

1. Adult Basic Education teachers are "moonlighting," that is, they have full-time jobs during the day and they teach adults two evenings a week.
2. Most Adult Basic Education teachers take into their adult classes training and experience they have had with the elementary school child.
3. The adult is a part-time student bringing into class the results of many years experience in failure with standard methods of the "establishment."
4. Most programs lack supervision, that is, the number of adults enrolled does not justify full-time or even part-time supervision considering the low level of funding.
5. The state, county, and local school board does not guarantee the right of free public education to all adults needing basic education. The responsibility of adult education does not, under law, rest with the public schools of Texas.

V. REGIONAL IMPLICATIONS

By

CENTRAL PROJECT STAFF

As Developed
From State Reports

Implications: Students

One of the major implications for Guidance and Counseling in relation to students is that the characteristics of Adult Basic Education students need to be better known. As suggested in "Summary Section: Students," in Analysis of the State Reports, it may be that the early years of ABE have "creamed off" a great number of the highly motivated, single-minded students.

If this backlog is gone, who are the older persons who now come into ABE? Are their motivations for social interaction, skills to help grandchildren in school, self-improvement, or perhaps for something more general than simply acquiring literacy skills? What are their expectations of ABE? Do they want to be better able to cope with society? Do they want better pay at work? Do they want more status in the family group?

And what are the specific needs of the younger persons coming into ABE? Why have they not succeeded in the public school? What are their expectations from ABE? A great many assessment skills will be needed in a Counseling and Guidance program to deal with these younger persons, with whom it is still practical to attempt a variety of remedial interventions that can aid them as individuals, both in and out of ABE programs. It is especially at this point that the skilled person can bring the multiple resources of the community to bear.

What is implied is that Counseling and Guidance services will need to spend a great deal of effort in getting to know the characteristics, needs, and expectations of ABE students, and then this detailed knowledge must be related to the multiple resources of the community.

Besides this task, essentially of a guidance nature, equal importance needs to be put on making empathetic, counseling services available to students. Though wise planning, such as is involved in a good guidance effort, does indeed eliminate many problems, human beings have a way of developing day-to-day crises which are best resolved by sharing with an empathetic person. All counseling does not have to be done by persons trained for years in psychotherapy. Besides, the shortage of such trained persons makes such a solution out of the question. What may be more feasible is to use interested persons from the community who are warm, outgoing, and have acquired a certain amount of wisdom from living itself, train these people in short institutes, and employ them to work part-time as counselors. Where such institute training is not available from universities, ABE can make its needs known to the universities to encourage formation of such training.

Implications: Classes

The structure of ABE classes seems dictated by circumstances, i.e., most must be evening and part-time. The size of ABE classes seems not to be of concern, since class-size appears uniform and reasonable across the region.

Concerns that guidance and counseling has in relation to classes are ones like these: 1. How aware is the teacher of adult group dynamics, and how well can the teacher utilize the dynamics within a group for the personal growth of members in the group? 2. To what extent are guidance functions incorporated into the class content? 3. Are existing classes meeting the real needs of the students?

Teachers can be made more aware of group dynamics through in-service training, especially in-service training done through groups rather than about groups. Group dynamics is a special area of concern now in nearly all psychology and educational psychology departments of major universities, and securing able university personnel to conduct sensitivity and developmental groups for teachers should be one of the easier tasks facing a guidance and counseling program. Such group training serves both to make the teacher a more effective individual and to improve his communications and guidance skills.

Guidance and counseling personnel will need the cooperation of the teachers in working guidance principles into course content: teachers are, after all, responsible to students on many fronts. But today more and more curriculum materials build guidance principles into content: these resources can be investigated for the teacher and brought to his attention. Also, persons with special skills from the

community can be brought into the classroom situation through the management of the guidance program.

Knowing to what extent ABE classes really meet the needs of ABE students should come in relating what is learned about ABE students (See Implications: Students) to what is being taught in the classes. This is an evaluative function, the result of which should be dissemination of suggestions to persons within ABE who design curriculum and programs.

Implications: Teachers

Adult Basic Education teachers are well-qualified professional teachers. They tend to be rather stable in their employment. However, a great many of them come from elementary and junior high levels of teaching, and even those working with high school students are not experienced in working with adults. Furthermore, adult education has been a "no-man's land" until only the last few years, with many universities having not a single course in the subject, so teachers have not been able to get help in dealing with adult students even when they wanted it. Some of this help has been forthcoming in the last couple of years with efforts such as the ABE Institutes, largely centered around curriculum and teaching concerns; but little has been forthcoming from a guidance and counseling standpoint.

The obvious answer appears to be a concerted effort to give ABE teachers experiences in guidance-counseling oriented in-service training. Care may need to be taken in the way this training is approached, especially in the terminology with which it is presented. Many teachers are (rather justifiably) resistive to the idea of "taking on any more." They feel their first loyalty is to teaching, as indeed it is. It is precisely this concern that in-service training courses with a psychological orientation should tap, for the benefits in improved student r[illegible]tions and improved personal life of the student should directly lead to making the student more of a learning person.

In-service training with a psychological orientation needs to make the teacher: 1. A better diagnostician--this does not mean he turns into a psychologist, but that he is better educated to know the symptoms of real problems and when and where to get help. 2. A better assessor

of motivation--able to assess a student's motivations and work to tap these, where possible. 3. A better communicator--more able to hear what people are really saying and less apt to dodge issues. 4. A better leader of group dynamics (See Implications: Classes)--able to tap the dynamics that are inherent in any group for the personal growth of the students. 5. More aware of himself--self-awareness helps him to know what personal variables he contributes to a total situation.

Implications: Guidance Functions of Teachers

The regional report seems to indicate that the bulk of the guidance functions is in the hands of the teachers. The states which reported the break down of the level of teacher experiences indicated that two thirds were teachers at the elementary level and the largest proportion of the other one third were teaching on the junior high school level. The guidance function of an elementary teacher requires, in most cases, very different skills and information concerning educational and occupational information, referral information, and information concerning outside agencies than would be required for working with an adult.

It appears that there is a need for a definition of guidance and some in-service training for teachers. This in-service should encompass such things as: acquainting the teacher with guidance functions in order that the cooperation of all teachers might be gained, teaching such skills as are necessary to make feasible the implementation of the guidance functions by all teachers.

The regional report seems to indicate a definite need for better supervision of the guidance area, a need for an involvement at the university level (courses which would prepare teachers with skills necessary to deal adequately with the adult level), a plan for in-service training for every teacher involved in the ABE program. The plan for in-service should probably include skills which produce attitude change as this appears basic in the guidance of adults.

Implications: Guidance Functions of Administrators

It appears that in most instances the guidance functions of the administrator/supervisor is dependent upon his abilities. If this is true of all the states in the region then it would seem that the administrator should be included in the in-service training proposed for teachers. The role which the administrator should play in the guidance program should be delineated in the job description for administrator/supervisor.

Implications: Guidance Functions of Supervisors

It appears that the part the supervisor has played in the areas of guidance in the different state Adult Basic Education programs has centered around the facilitation of the ABE program itself, especially the administration of the program. This approach has served to delimit the outreach of guidance with the individual student.

It is recommended that an intensive look be taken at the state levels to see in what ways the supervisor's services can be used to set up and administer a more efficient guidance department which is aimed at meeting the needs of the individual student rather than having the entire emphasis upon functions which purely facilitate the functioning of the ABE program on the administrative level.

Implications: Guidance Functions of Counselors

The abundance of administrative duties which have been reflected under the role of guidance in the regional report (at all levels of personnel) is probably closely tied in with the utilization of the counselor in the local independent school district and the general concept of the function of guidance and counseling by the general public in each of the states.

The definition of guidance should definitely be a part of the job description for a counselor. Administrative functions which entail merely clerical duties should be re-evaluated and assigned to personnel whose monetary compensation is equal to the type of training necessary to carry out that function.

If in-service training is provided for the counselor it should probably be of the kind to deepen his understanding of the individual rather than being the kind which merely dispenses more information without explicit ways to use this information to bring out the impact of change in the individual. If certified counselors are employed, their function in guidance should possibly be to direct the guidance program which will include the guidance services of all levels of personnel. The major emphasis of the rate of the counselor should be directed to the area of counseling because of the extensive training required for certification by the states. This presupposes that the states desire to utilize the counselor most effectively.

It is recommended that institutions of higher learning be encouraged to include some training which emphasizes the area of counseling and guidance in working with adults. A feasible program might incorporate the new method being used in the field of mental health--that of training

para-professionals who are interested in part-time work with adults. This might be done, not on a certification basis, but by using a short institute type training.

Implications: Guidance Functions of Outside Sources

From the regional report there appears to be little utilization of the vast amount of resources available from outside agencies for use in guidance by any state, other than Arkansas.

It is suggested that a closer look at ways to incorporate the information available from personnel who are employed by outside agencies be taken by the proper persons within each state ABE program.

Because of the difference of information needed for a rural and an urban program, it may be necessary to compile two sets of information specifically to meet these differences in need.

It seems advisable that this information be made available to all levels of personnel in the ABE program for efficient implementation. Along with the information should go some kind of in-service training to help the individual feel a personal involvement for dispensing the information to all students. This could first be facilitated perhaps, by having the general information as part of the ABE curriculum.

As a final note for Outside Agencies, there appears to be from the state reports little indication of active participation by the state legislatures in recognizing their ABE programs.

VI. PROJECT STATUS REPORT AND PLANNING

RELATIVE TO

APPROVED APPLICATION

Project Status Report and Planning Related to the Approved Application

Phase I of the project has been completed on time. This phase included initial staffing, development of Phase I guidelines, accumulation of data, reporting to the University of Texas, Extension Teaching and Field Service Bureau, project staff, and the central staff writing of the Phase I report. Initial project time allocation was 90 days and completed within that time limit.

As indicated in the application, Phase I has a direct bearing on the development of Phase II, particularly the implications drawn from the state reports. Phase II of the project will be the development of hypothetical models designed to assist local school districts in implementing guidance and counseling programs for the Adult Basic Education student. The time factor allocated to Phase II development and completion will be five weeks, following a meeting in Dallas of the five state project staff. That meeting will be held the first week in March, 1969.

Prior to the meeting in Dallas, each state staff will meet to discuss material contained in the Phase I report and to develop suggestions for discussion at the Dallas meeting. Following a general format for discussion the participants at the Dallas meeting will decide on the final course of action for Phase II.

The Phase III portion of the project will begin again with a meeting in Dallas of the five states, the middle of April and finish in the last week of May. Phase III is the development of an in-service training package for use during the summer workshops planned for the region and intended for individual districts to utilize as they see fit. However, each of the participating states has assured the

guidance and counseling project administrator that a plan for use of the materials developed is being formulated with the local districts in mind so as to accomplish maximum utilization of the package.

It appears that the planning as presented in the application and the time factors discussed will be met and the entire project will be completed, with all objectives satisfied, at or near the completion date stipulated in the Office of Education Grant Contract.

ADDENDUM:

ORIGINAL REPORTS FROM

THE FIVE STATES

GUIDANCE AND COUNSELING IN ADULT BASIC EDUCATION IN ARKANSAS

Submitted to The University of Texas, Division of Extension,
as required for Phase I of the Region VII Guidance and Counseling
Project

Arkansas Project Participants:

Dr. Alvin McRaven, Arkansas State University
Mr. Jim Paul Franks, Arkansas State Department of Education,
Guidance Division
Mr. Buddy Lyle, Arkansas State Department of Education,
Adult Basic Education Division

GUIDANCE AND COUNSELING IN ADULT BASIC EDUCATION IN ARKANSAS

Introduction

The Arkansas State Plan for the Adult Basic Education Program, Plan Section No. 1.0 states: "Guidance and counseling personnel and services shall be provided so that the program of Adult Basic Education will meet the requirements and objectives of the State Plan. (Local education agency plans must specify services for recruitment, selection of participants, educational placement and state where and how voluntary groups and community organizations are to be involved in the guidance and counseling services.)" There is no question that there is a definite need for guidance and counseling services to be offered in the Adult Basic Education Programs. The questions that do arise are, who shall these counselors be? What will be their duties? How shall they be trained? It is indeed a challenge for the five states of Region VII and the University of Texas to pool their resources and to seek answers to these questions. It is our hope and desire that the following information may be of some aid in undertaking this task.

Statistics

The following statistics are taken from the Adult Basic Education Annual Report (as required by the Adult Education Act of 1966) for the period July 1, 1967 to June 30, 1968. Statistics are also taken from the Adult Basic Education Quarterly Report (as required by Sec. 306(a) Par. (6) of The Adult Education Act of 1966) for the period August 1, 1968 to October 31, 1968. The statistics may be distinguished by the labeling

(AR) for Annual Report and (QR) Quarterly Report.

A. Student Data

1. Number of students involved in Adult Basic Education Programs

   a. 6,000 (AR)

2. Ages of students by ranges (AR)

a.	18-24	1,090
b.	25-34	1,190
c.	35-44	1,762
d.	45-54	1,022
e.	55-64	602
f.	65-Over	334

3. Number by sex (AR)

a.	Male	2,404
b.	Female	3,596

4. Number of prospective students in State (QR)

   a. 369,382

5. Attrition rate (QR for 1968)

a.	Completion of Advanced Level	559
b.	For Employment	208
c.	For Other Reasons	1,015
d.	Total Separations	1,782

B. Class data (Statistics taken from class applications through 10-16-68)

1. Number of Adult Basic Education Centers by type

a.	Day	18
b.	Night	59
c.	Full-time	15
d.	Part-time	61

2. Number of classes by centers

   a. Average 4.7
   b. Range 1 to 41

3. Number of classes in state

   a. 324

4. Class size

   a. Average - 14.1

5. Urban-Rural characteristics of centers (Distinction between urban-rural set at population 5,000)

   a. Urban 17
   b. Rural 52

C. Teacher Data (Statistics taken from application for classes for 1968-1969)

1. Full Time Teachers

   a. 17

2. Part Time Teachers

   a. 346

3. Sex

   a. Male 101
   b. Female 262

4. Educational Level

   a. Less than Degree 12
   b. Bachelor's Degree 280
   c. Master's Degree 70
   d. Administrative Diploma 1

5. Years Experience Teaching Adult Basic Education

   a. No Experience 60
   b. Less than one year 9
   c. One Year 70
   d. Two Years 46
   e. Three Years 83
   f. Information Not Available 95

III. Guidance functions or practices as currently related to: (a) Teachers (b) Administrators (c) Supervisors (d) Counselors (e) Outside agencies and institutions.

In a survey made for the purpose of evaluation of Adult Basic Education in Arkansas this question was asked of 102 instructors: Who counsels Adult Basic Education enrollees? Response to question was as follows:

1. School Counselor 18.6%
2. Adult Basic Education Instructor 52.9%
3. Pastor .4%
4. Adult Basic Education Supervisor 12.7%
5. Welfare Counselor .1%
6. No Response 15.3%

This question, "Who counseled enrollee? was asked of 296 enrollees. Response to question was as follows:

1. School Counselor 34.1%
2. Adult Basic Education Instructor 78.7%
3. Both Responses checked 12.8%

A. Teachers

Guidance functions of the teachers of Adult Basic Education are for the most part of an informal nature. These consist of activities that are normally carried on by any classroom teacher. Most of the teachers do participate in one or more of these following activities: recruiting, class assignment, record keeping, occupational and educational information.

B. Administrators

Unless the administrators are also working in the dual role of supervisor, there is little or no guidance from this office.

C. Supervisors

Most supervisors employ the following techniques that might be classes as guidance functions: recruiting, screening, individual and group conferences, follow-up on drop outs and absentees, securing resource people from outside agencies to offer information and assistance to enrollees.

D. Counselors

There are twenty-nine (29) professional counselors employed in the Program in Arkansas. These are high school counselors, certified by the State Department of Education. Only a small percentage have had experience working with adults. The counselors are doing their best with the tools they have to work with, but it is definitely felt that there is a need for in-service training to assist these people in working with adults.

E. Outside Agencies and Institutions

The following outside agencies supply helpful information, special lecturers and/or other assistance to Adult Basic Education classes: Employment Security, Welfare, Health Department, Agricultural Extension, P.T.A., Church Groups, O.E.O., Job Corp, Vocational Rehabilitation.

IV. Summary

The need for expanded guidance and counseling activities in the Adult

Basic Education Programs for the State of Arkansas is unquestionable. This need is recognized by the State Department of Education.

Statistics show the growth and magnitude of the total program. Implications for guidance and counseling are definite. This service must grow along with the enrollment of students and the expansion of existing programs. The obstacles to be overcome seems to be in what direction this growth will take, what will be the function of guidance and counseling in the Adult programs, and who will do it.

There is some guidance and counseling now present in the Adult Basic Education programs, although the effort is not coordinated as it should be and guidelines have never been set as to what the service will consist.

V. Implications of this report on Phase II of the Project.

A. The need for a state plan for guidance and counseling should be established.

B. A basis for the outline of functions or duties of personnel.

C. A list of outside agencies and resource people to be utilized in referral and information service.

LOUISIANA'S REPORT FOR PHASE I
OF
GUIDANCE & COUNSELING PROJECT
UNDER P.L. 89-750 ADULT EDUCATION SECTION 309-B

I. Statistics taken from State ABE Report to United States Office of Education for FY 1968.

A. Students:

1. Number of students involved in ABE programs was 11.390. To be counted as an enrollee, a student must attend at least 10 hours of instruction.

2. Ages of students by ranges:

Age	Number	Percent
18-24	1,795	15.7
25-34	2,272	20.0
35-44	2,674	23.2
45-54	2,191	19.2
55-64	1,387	12.2
65 and over	919	8.1
Unknown	179	1.6
	11,390	100.0

Average age - 37.1 years

3. Number by sex:

Males	3,303	or 29%
Females	8,087	or 71%
	11,390	100%

4. Number of prospective students in state:

There were 687,564 or 41.9 per cent of adults in Louisiana, 25 years and over with less than 8 years of schooling completed as per the U.S. Census of 1960

5. Attrition rate:

The dropout rate for all reasons is 20.7 per cent.

Supplemental Student Data

(1) Dropouts from ABE classes by grade ranges:

Grade Range	Number Dropouts
0-3	498
4-6	855
7-8	917
Unknown	93

(2) Enrollment by school years completed:

School Year Completed	Enrollment	Percent
0-3	3,417	30
4-6	3,645	32
7-8	4,328	38

(3) Average school years completed: 4.75

(4) Although we have been graduating nearly 3,000 adults annually from the ABE program, there are over 4,000 students (children and youth, 4,069 in 1967-68) who dropped out from the public day-school program. There are more children and youth dropouts than the number of adults graduating from the ABE program annually. Therefore at this rate, Louisiana will always have a backlog of prospective ABE students.

(5)

Races	Number	Percent
White	4,451	39
Negro	6,834	60
Other	105	1
	11,390	100

B. Classes:

1. Number of ABE centers (schools) by type (day, night, full-time, part-time)

1 - day part-time

350 - night part-time

351 - Total

2. Number of classes by centers:

Centers					Classes
206	with	1	class	each	206
75	"	2	"	"	150
32	"	3	"	"	96
17	"	4	"	"	68
14	"	5	"	"	70
5	"	6	"	"	30
1	"	7	"	"	7
1	"	10	"	"	10
351					637

3. Number of classes in state:

   Classes - 637 - Louisiana

4. Class size:

   Average 17.8 adults per class. It must be understood that students have the privilege to enroll at any time during the entire school session. Since there were dropouts and additional enrollees throughout the year it stands to reason that the 17.8 adults per class were not the number present during each class period.

5. Urban, rural characteristics of Centers:

   129 Urban Centers

   222 Rural Centers

C. Teachers

1. Number full-time

- 0 -

2. Number part-time

643

3. Sex

Males - 298

Females - 345

4. Educational level

444 with BA Degree

192 with BA & MS Degree

1 with BA, MS & PhD

All teachers possess a valid teacher's certificate as required by State Board of Education.

5. Years Experience in ABE

90 - 1/2 year

64 - 1 1/2 years

84 - 2 1/2 years

405 - 3 1/2 years

6. Attrition Rate (if possible)

The statistics on years of experience, item 5 above, show that 86% of the teachers now employed were reappointees in the program. More than 62% have been teaching since the inception of the ABE program.

This is a very low turnover record, which is good. This is one of the factors that promotes and maintains a quality program.

II. Guidance functions or practices as currently related to:

A. It is impossible for a teacher not to give some guidance to ABE students of her class. This type of guidance is more or less of advice and certainly not carried out in an organized manner. In most cases there are no definite objectives set up for the individual students. The limited counseling conducted with the ABE students is with those with whom a good teacher-student rapport has been positively established. This causes some students to ask for advice.

B. The administrators very seldom deal with the students personally, therefore, it has been almost impossible for guidance and counseling to occur through them.

C. Supervisors do some guidance more or less with class groups in a motivating fashion to encourage the adults to apply themselves to learn and motivate them to continue their pursuit in education. The actual guidance and counseling is limited among supervisors.

D. Certified counselors usually have full-time duties of guidance and counseling children and youth. Since the teachers of ABE have not had an organized guidance and counseling program for their students, it very seldom develops that a Certified Counselor is Requested to serve adults with this service.

E. Occasionally adult students are referred to outside agencies for contacts needed by the individual. Again it must be stated that this limitation is probably because of a lack of an organized program of Guidance and Counseling for ABE students.

III. Summary

It is indicative that Guidance and Counseling is needed to the degree that it becomes a must because of the following information:

1. There is a large number, over half a million (over 40%) of the adults 25 years and over in Louisiana with less than an elementary education;
2. They are usually of the low income bracket;
3. The high percentage of their children dropping out of regular day-schools; (The guidance and counseling service may help to reduce the percentage)

4. The low rate of their being employed;
5. The majority of welfare recipients are in this low educational level.

Because very few, if any, of our teachers in the ABE program have had any formal training in Guidance and Counseling for undereducated adults, and because Certified Counselors for this area are not serving these adults directly, it is imperative that some training of educators should be conducted to begin meeting the guidance needs of the undereducated, underprivileged and poverty-stricken adults.

6. Their lack of knowledge of helpful resources.

IV. Implications of this report of Phase II

The positive statistics as to the large numbers of adults involved and potential additional numbers needed to be reached and the students characteristics warrant the establishment of an organized model program of Guidance and Counseling for each Center of the ABE program.

The State Plan and model program should include objectives for improvements in at least the following areas:

Education
Employment, and
Personal improvement.

AN EVALUATION REPORT
on
CURRENT GUIDANCE/COUNSELING PRACTICES
in
Adult Basic Education In New Mexico

Submitted To
OFFICE OF EDUCATION REGION VII
by
SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY
Albuquerque, New Mexico

HISTORY

Adult basic education is relatively new to New Mexico having its origin in 1963 under sponsorship of the Office of Economic Opportunity, Title II B. Since then, however, it has come under the aegis of the Elementary and Secondary Education Act Adult Education section. The first New Mexico program was confined to small projects due to limited funding, but has increased since then. Research has been conducted by the Southwestern Cooperative Educational Laboratory in adult basic education which is significant to the total development of the state's ABE program.

The latest New Mexico census identifies approximately 100,000 persons 25 years of age or older who may be classified as functional illiterate or illiterates. This does not include those under 25 who also fall into this classification. Totally, then, there are approximately 175,000 persons in New Mexico classified under the fifth or sixth grade educational level! The need does exist in New Mexico for adult education!

In order to evaluate the current guidance/counseling practices in New Mexico, data was gathered by the Southwestern Cooperative Educational Laboratory which analyzed the characteristics of the adult education student. The study identified three significant levels of adult students to be found in New Mexico. The southern part of the state typifies a class designed as Level 1. The students speak Spanish as a primary language, and the majority speak no English whatsoever.

Many of these people have received at least a basic education in Mexico. Several have completed the sixth grade or in some cases, more than the sixth grade in Mexican schools. They are not illiterate in Spanish, but do need

competence in English. Further studies show that in the Las Cruces area, for example, class levels must be broken down to meet the needs of the individual students. Some learn faster because of their educational experience while others have no educational background whatsoever. However, research indicates that the students are very highly motivated at all levels. This is a felt need because they encounter daily experiences in which the language barrier presents a problem of significance. However, each time these students attend a class they have a new experience--they learn a new sentence pattern or a new word. Each day is a learning experience with constant reinforcement and motivation. These students are highly motivated, attendance is good, and there is no problem in keeping them in the classroom.

In direct contrast are the advanced, or Level 3 students--the type to be found throughout most of New Mexico. These are the typical school dropouts who may have a 7th, 8th, or even a 9th grade education. They are fairly intelligent, but lack a high school diploma. However, the diploma is held out as a goal for many reasons. It is a tool by which they can get better employment. It becomes a status symbol. It is very important to these students, and they will make extra efforts and sacrifice personal pleasures to attend classes and acquire basic skills necessary to pass the high school equivalency examination. Motivation is high.

At the next level are the intermediate, or Level 2 students. This is a person who has gone to the 4th or 5th grade. He is not illiterate, but may be classified as a functional illiterate. His primary purpose for attending school is to qualify for a better job, or to pass the high school equivalency examination. However, problems arise because he lacks the ability to accomplish his goal, i.e., motivation is not in direct proportion to his goal achievability. Motivation is high if a student is rather close to achieving his goal, but decreases if he still faces many hard years of school work.

Therefore, two categories of students participate in adult education--those who speak no English, but who want to; and those who attend class to attain a high school diploma. However, during the three years the program has been in operation, there has been a steady decrease in the number of this kind of student in many areas. For example, many of those who were in the advanced level have now passed their high school equivalency exam, and are exploring the possibility of other educational programs which have not been developed in adult education. Many have learned English, are no longer concerned with adult basic education, and do not enroll. Therefore, the concern now is with the large increase in enrollment of the intermediate student.

For the first time, New Mexico teachers are experiencing problems in keeping the students in class. More and more intermediate students are exploring the avenues of education. If the adult basic education class is not meeting the needs of the Second Level students then they no longer attend. It is of prime importance to concentrate on keeping the intermediate level student highly motivated!

The goals and motives of adult basic education have changed during the past several years. The objective formerly was to teacher basic skills in reading, writing, and mathematics for use in the students' everyday experience. As the program grew, experience and knowledge of adult education increased, and the concepts were altered. It is now felt necessary, for example, to develop a personal growth curriculum in subject areas which teach basic skills, but which also change individual attitudes and keep the student highly motivated. Traditional methods used in the beginning phase of adult education in New Mexico is beginning to become non-existant. Today's students are not satisfied with these methods. Teachers must implement new techniques, new ideas, and new concepts.

An early problem that confronted the adult student was a shortage of learning materials, but today there are many materials. The real problem in New Mexico is that of changing the teachers' attitudes. Most of them come from the local public school system. They are certified, and most are elementary teachers. They are versed in traditional teaching methods and when they teach adult basic education in the evening it is sometimes difficult to change their attitudes towards the adult. The teachers many times use the same methods with adults that they used with their children. They soon learn these techniques are not necessarily effective.

The history of adult education in New Mexico then can be expressed in a series of steps or transitions that have occurred. The first goal was to teach basic skills, but experience indicated this was not the answer. The basic problem was the fact that the teachers were not versed in the skills of teaching adults. The successful completion of teacher training institutes on a local, state, and regional basis has expanded New Mexico's experience on all levels. Teachers are better versed, and are quite knowledgeable in some areas. It is hoped that as the teachers are trained and their experiences expanded, the program will increase both in scope and accomplishment. Traditional methods have failed! Adult basic education leaders must develop techniques, counseling and guidance methods, and innovations to insure the success of adult education!

STATISTICAL REPORT

I.	Prospective ABE students in New Mexico (18 and older)	175,000
II.	Total number of students in the ABE program in New Mexico	2,875
	a. By sex	
	1. Male	1,232
	2. Female	1,640
	b. By age	
	1. 18-24	604
	2. 25-34	843
	3. 35-44	725
	4. 45-54	437
	5. 55-64	213
	6. 65-over	53
	c. By race	
	1. White	2,609
	2. Negro	145
	3. American Indian	91
	4. Oriental	30
	d. By grade level	
	1. Beginning (1-3)	805
	2. Intermediate (4-6)	981
	3. Advance (7-8)	1,089
III.	Number of ABE students by selected categories	
	a. By ethnic groups	
	1. Cubans	18
	2. Mexican Americans	1,831
	3. Puerto Ricans	2
	b. Migrant: migrant workers are individuals whose employment is on a seasonal or other temporary basis and who establish temporary residences, with or without their families for the purpose of such employment.	
	c. Welfare recipients	121
IV.	Attrition of students	
	a. Number of dropouts by grade level	
	1. Beginning (1-3)	257
	2. Intermediate (4-6)	324
	3. Advance (7-8)	328
	b. Number of dropouts for	
	1. Employment	125
	2. Entry into a training program	103
	3. Job change	86
	4. Lack of interest	219
	5. Other known reasons (illness, maternity, transportation, moved, baby-sitting, job schedules)	206
	6. Unknown reason	170
V.	Number of classes held (total 120)	
	a. Public school buildings	108
	b. All other facilities	12
VI.	Number of teacher training workshops	
	a. State	4
	b. Local	10
VII.	Number of personnel who received preservice and/or in-service ABE training	
	a. National training	16
	b. State training	79
	c. Local training	97
VIII.	Adult Basic Education Personnel	
	a. ABE teachers	128
	b. ABE counselors	13
	c. ABE local supervisory personnel	8
	d. ABE state level administration and supervisory personnel	2
	e. All other ABE personnel	20
	f. Number of local ABE advisory committees operating	3

GUIDANCE FUNCTION AND PRACTICE OF TEACHERS

As shown in the statistical section, most ABE teachers come from elementary and junior high public schools, and approximately two-thirds normally are employed as elementary teachers.

Although most teachers offer academic and personal advice they become uncomfortable when placed in the counselor's role. The teacher is accustomed to refer counseling problems to the trained guidance worker. However, there is no counterpart in the adult basic education program, thus adding to the teacher's frustration.

It is common for teachers to give information and advice on employment, home management and financial management, academic programs, and the basic social graces. Other guidance functions performed by the typical adult basic education teacher include: registration and orientation, placement and achievement testing, testing interpretations, referals to community agencies, providing educational, vocational, and social information, use of group guidance procedures, serving as a catalyst for social interaction, maintaining close personal contact with students, and referring complex cases to a professional counselor. However, these activities are random, varied, and uncoordinated because the present system assumes the teacher will take the initiative to serve in a guidance capacity, and because there is no central training, coordination, or encouragement to do so.

GUIDANCE FUNCTIONS OR PRACTICES AS CURRENTLY RELATED TO ADMINISTRATORS AND SUPERVISORS

The New Mexico system involved administrators working as supervisors and supervisors working as administrators. The administrators' role as defined by the New Mexico Committee involves the State Department of Education's responsibility for providing the top leadership for adult basic education. The supervisor's role in New Mexico is to serve as an administrator at the individual community level. It is agreed that the supervisor's role should be that of providing guidance to teachers, and serving as a resource person for the development of the basic education program. It is also agreed that the prime role of the supervisor is to improve instruction. It is generally concluded that there are no supervisors serving in this capacity in New Mexico. The administrator/supervisor at the district level primarily is involved with the testing and placement functions. Most programs involve an initial academic placement interview where the supervisor, either by testing or by verbal apprisal, places a student in the appropriate section. Counseling at this level is primarily academic because the administrator/supervisor lacks time to do anymore. Minimum time is spent on the academic follow-up of individual students, and little time is spent on attendance problems.

The major complaint expressed by the administrator/supervisor is that there is no time to work in program development, and very little time to actually observe classes. Therefore, little improvement of instruction originates from the administrator/supervisor.

The time element limits the amount of interaction that can be accomplished between existing community agencies. Most administrator/supervisors feel that ABE teachers and students are not fully utilizing community resources because there is no liaison between ABE and community agencies.

If and when a counseling institute is planned it should have a section for administrator/supervisors covering basic techniques in surveying available community resources, organizational management techniques, how to work with volunteer organizations, review of basic testing instruments, review of group guidance techniqes, and an opportunity to meet with persons on a similar level in other states to discuss common problems and to learn of effective procedures.

GUIDANCE FUNCTIONS AND PRACTICES OF COUNSELORS

Today's adult basic education counselor has received inadequate training in adult psychology, guidance techniques, and adult counseling. In most cases, he is recruited from junior and senior high schools. His function has not been defined; he often is used as an administrator or as a supervisor.

Some of the reasons for the lack of counselors is that adults may have a fear of talking about their school or personal problems to a person other than his or her teacher.

Two types of counseling are being performed in New Mexico: immediate placement in vocational training, and assistance in obtaining basic education with no promise of immediate job placement. The student is in a setting where vocational training is more highly motivated. The student who finds himself in an educational setting where he has no immediate vocational training opportunities is less likely to be as motivated. It is therefore the counselor's responsibility to provide counseling services which, in effect, reinforce student motivation. The lack of proper counseling in some of the ABE programs could influence the program's success. A primary function of the counselor is to place a student at the proper level of his ability, and help him adjust to his class level.

It is difficult to find qualified counselors skilled in adult basic education techniques. The need for a program in adult basic education counselor training is long overdue!

The New Mexico Committee attempted to evaluate the ways outside agencies were being used by adult basic education personnel. The committee saw the lack of sufficient interaction between adult basic education programs and the community agencies. There was little evidence that community agencies recognized the benefits adult basic education offered individuals in these groups.

Although every community has an agency or agencies, it is obvious that metropolitan areas have more resources at their disposal. Evidence indicates that maximum utilization of community agencies is not made. The degree to which adult basic education programs refer to community agencies varies from community to community.

SUMMARY

The purpose of this report is to present the position of the adult basic education program in New Mexico as it stands today.

The statistical section graphically shows that major inroads are being made to obliterate illiteracy. The study committee found that ABE teachers were satisfied with their accomplishments. But there was a growing concern for the development of a training program which would help ABE workers become more effective in providing guidance for their students.

Practicioners felt there are too many speeches from the so-called experts, and too little exchange of techniques among workers.

There is a growing concern that new techniques should be developed to motivate ABE students since his interest level is degenerating, and will continue to do so if the trend is not reversed.

Some veteran ABE workers feel that a special type of worker should be developed and trained to work outside the school, make home calls, talk with employers, and serve as an "ombudsman" to the ABE student and teacher.

IMPLICATIONS

Most teachers presently are using learning units to teach facts and a body of knowledge that adult basic education students need and want. The teachers are comfortable in this role, and feel they are doing a good job. The teachers are becoming more concerned about their inability to deal with other problems students have which indirectly relate to their academic experience. In analyzing the background, training, and sophistication of the ABE workers, the facts indicate a need for additional training in the area of problem sensitivity.

In the broadest sense of the word, the lack of knowledge and techniques of the "guidance function" is a concern of most adult basic education teachers.

It is essential that the general guidance knowledge of adult basic education teachers be broadened.

The data gathered in New Mexico implies that the teacher needs assistance in diagnosing classroom difficulties. This is based on the assumption that most teachers do not make the complex transition between teaching elementary and junior high school youngsters to teaching adults. The data also implies the following areas might be included in a model training program: a review of the learning characteristics of adults; a review of the basic theories of learning as they relate to adults; a review of learning disorders and learning attitudes; a review of reading disorders and techniques of diagnosing reading difficulties in adults; a general review of adult teaching techniques should be included; a review of motivational techniques to keep adults interested in the learning process; a technique course to teach showmanship.

The ABE counselor should not be given the task of administering the adult basic education program. It is implied that the counselor should operate in

the following areas of guidance:

1. Functioning as a resource person in registering and orienting students;
2. Conducting personal interviews with the students;
3. Counseling in educational, vocational, personal, and social areas;
4. Coordinating and conducting followup studies of ABE students;
5. Acting as a referral agent to the various helping agencies;
6. Conducting group guidance and group counseling sessions;
7. Directing the total testing and evaluation programs;
8. Training other adult education staff members;
9. Working with the students, teachers, administrators, supervisors and community to enhance the totality of the ABE program.

ADDENDUM

The following instrument was designed by the Southwestern Cooperative Educational Laboratory as an aid in collecting data on adult basic education personnel throughout the State of New Mexico. The New Mexico Committee members interviewed teachers, counselors, and administrators to obtain some of the data which has been included in this report.

GUIDANCE & COUNSELING EVALUATION PROJECT

Southwestern Cooperative Educational Laboratory, Inc.
117 Richmond Drive, N. E.
Albuquerque, New Mexico 87106

1. What is your major area of responsibility in the institution?
   _____ administrator
   _____ supervisor
   _____ teacher
   _____ counselor
   _____ other

2. Do you do any counseling now? _____ yes _____ no

3. How long have you been doing formal counseling? _____

4. Have you had any formal training in the area of counseling or the behavioral sciences? _____ yes _____ no

   a. Course work in counseling? Name all courses taken for credit in counseling:
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

   b. Course work in psychology?
   _____
   _____
   _____
   _____
   _____

   c. Course work in sociology?
   _____
   _____
   _____
   _____
   _____

   d. Any additional work in formal counseling practice (i.e., workshops, institutes, etc.) _____
   _____
   _____
   _____

5. What was your subject area major as an undergraduate?
   _____

6. Do you have a counseling credential?
   _____ Regular
   _____ Provisional

7. What proportion of your time do you devote to counseling activities (include administrative and record-keeping activities here)? _____
   _____

8. Are your counseling department duties such that you do not generally come in direct contact with counselees? _____ yes _____ no

9. Do you ever counsel anyone who is not in the ABE program? _____ yes _____ no

   Who are these non ABE people? _____
   _____

10. To what agencies do you refer problems which lie outside your counseling province?
   _____ Employment Service
   _____ Manpower
   _____ Health Services
   _____ Psychologist
   _____ Psychiatrist
   _____ Other

11. When a student is physically ill, to whom do you refer student?
   _____ Private physician
   _____ School nurse
   _____ Public Health Service
   _____ Other

12. To whom do you refer students with physical handicaps?
   _____ Rehabilitation Service
   _____ Other

13. Do you ever try and delve into the student's personal problems, i.e., their serious emotional problems? _____ yes _____ no

14. Do you feel you use any specific counseling technique, such as Rogerian, Here-and-Now, Behavior Therapy? _____ yes _____ no

15. As best you can, place a number in front of the item which best describes the dominant counseling activity in which you engage. (#1 is the one which takes up most of your counseling time--give answers for four of the ones which most take up your time.)
   _____ Curriculum advisement
   _____ Personal problems
   _____ Long-range school counseling and advice given
   _____ Giving personal advice and answering questions
   _____ Administrative and paper-work activities
   _____ Occupational counseling
   _____ Family Relationship
   _____ Hygenic Counseling
   _____ Child Rearing

16. Do you use counselor aides? _____ yes _____ no

   In what particular counseling aspects? _____
   _____
   _____
   _____

   What type training is given to counseling aides? _____
   _____
   _____
   _____

17. Would you recommend using counselor aides in some areas of the counseling program? _____yes _____ no

18. Do you keep a library of counseling materials for counselors and counselees? (e.g., occupational information, curriculum information, health)
_____ yes _____ no

19. Do you keep a reference file in counseling and guidance (consultants, agencies, publishing companies, materials centers, etc.)?
_____ yes _____ no

20. What type of training would have most ideally suited you for your present counseling task? Describe the ideal training which would have best readied you for today's job.

STATE REPORT FROM OKLAHOMA

GUIDELINES FOR PHASE I

Statistics taken from State ABE Report to United States Office of Education:

A. Students:

1. Number of students involved in ABE programs

a. Beginning grade level (1-3)	1,094
b. Intermediate grade level (4-6)	1,390
c. Advanced grade level (7-8)	2,988

2. Ages of students by ranges

a. 18-24	1,094
b. 25-34	1,233
c. 35-44	1,167
d. 45-54	1,390
e. 55-64	426
f. 65-over	162

3. Number by sex

a. Male	2,189
b. Female	3,283

4. Number of prospective students in state

a. Less than 8th grade	365,000
b. Less than high school	720,000

5. Attrition rate

a. Beginning grade level (1-3)	296
b. Intermediate grade level (4-6)	250
c. Advanced level (7-8)	273

B. Classes:

1. 108 part-time centers during the 1967-68 school year. This year the ABE programs are designed around 24 material centers organizing all ABE classes in the State.

2. Number of classes by centers Not Available

3. Number of classes in state 390

4. Class size: Minimum of 12, maximum of 20, average of 15 (approximate).

5. Urban rural characteristics of centers:

Most center directors are recruiting enrollees from rural areas where it is convenient. If for any reason the people cannot come in to the urban classes, the directors will set up classes in the rural communities.

C. Teachers:

1. Number of full-time 4

2. Number of part-time 386

3. Sex Not Available

4. Educational level All ABE teachers are required to have a valid Oklahoma teaching certificate. This indicates the teachers all have at least a bachelors' degree.

5. Years experience in ABE Not Available

6. Attrition rate Not Available

CURRENT GUIDANCE FUNCTIONS

The following guidance services are provided by teachers in the ABE classes:

I. New students are provided orientation during the first class period in the procedure outlined in the attached bulletin on Orientation Meeting Night Procedure.

II. Educational placement is provided on the basis of group guidance, such as; informing the student he must find his appropriate level so that he will not be bored or discouraged by starting on too low a level or too high a level. With this preparation, students are usually tested by the test designed for adults.

   a. The teacher conducts individual exploratory reading sessions on graduated reading levels.

   b. Placement may be made by using a word list. When the achievement level is greater than 8th grade, the teachers usually utilize tests such as; California Achievement Test, Metropolitan and Stanford.

   c. When the student level has been identified, the students are usually grouped in one of the following levels: Beginning, 0-3 (the 0-3 level is usually in a self-contained classroom); Intermediate, 4-6; Advanced level, 6-8.

III. A Progress folder is usally developed on each student, the folders containing information such as; attendance, test scores, types of material used, progress reports, personal and social problems. The personal data consists of: Name, address, telephone number, birthday and grade last completed, and will be obtained the first night of class. However, the more sensitive data will be obtained at a later date after the student becomes acclimated to the classroom environment. The following is an example of such items: race, marital status, number of children, source of income, principal language used for communication.

IV. Group guidance is provided by the teacher in a tactful manner on such subjects as; consumer education, social security benefits, employment outlook and job orientation, health education and social behavior.

V. The classroom teacher provides individual conseling on such problems as: social, emotional, and in planning his educational program. The techniques used by the classroom teacher are usually: listening to students, giving them supportive service, encouragement, confirming their confidence and establishing self-confidence.

VI. The classroom teacher provides referral services to the ABE student when he does not feel qualified to advise the counselee. Referrals include such areas as: emotional, social, health, employment, GED certification and future educational and/or vocational planning. The referral agencies include the ABE school counselor (when available), County-City Health department, employment service, vocational rehabilitation, churches.

VII. Teacher evaluation of ABE students cover such areas as: Educational progress, interest, tolerance level, personality factors, hobbies and employment potential and evaluating their social philosophy.

VIII. ABE teachers' follow-up procedure is limited at this time. However, a few techniques being used in Oklahoma are: How many passed the GED test? How many have improved their earning power or employment status? How many are following a continued educational plan? What are the reasons for dropouts? How many improved their standard of living?

The administrator, supervisor and/or director in most instances is the same person. In most programs the administrator has little contact with the

ABE student and, therefore, provides a limited amount of guidance and counseling. In the smaller programs the administrator is sometimes a high school counselor working part-time in the ABE program. In these cases, the administrator is actively involved in individual counseling, referral, placement and testing. In the small programs, the counselor-administrator is actively involved in all phases of the ABE educational program, including the recruitment of students. On the whole, the Oklahoma ABE programs do not have full-time counselors devoting 100 per cent of their time to this function.

In the larger ABE programs, the administrators are actively involved in public relations with the numerous outside government agencies, with local civic organizations, private industry, publicity promotion and establishment of classes in outlying school districts.

Please note the enclosed bulletin on Orientation Meeting Night Procedure and the notes from the committee's original brain-storming session. The notes from the brain-storming session include many unique ideas contributed by experienced ABE teachers and should prove to be of value.

ORIENTATION MEETING NIGHT PROCEDURE

I. Reception of Students:

A. This is the all important area. An air of friendliness and sincere welcome is valuable. Many of these people have not been in school in years. Let us attempt to make this occasion pleasant and memorable.

B. Show students to the meeting room, and if possible, make them feel as "at home", as possible.

C. Encourage conversation between students in an attempt to promote an informal tone to the meeting.

D. Continue to informally control the group until appointed meeting time.

II. Meeting:

A. Begin meeting promptly at 7:30 or appointed time.

B. Welcome students and praise their interest and determination to improve educational abilities. These words need not be "flowery". Simplicity and service is the keynote of this program.

C. Pass out a short form information sheet and pencil. This sheet requires only name, age (year - month - day), address, telephone number, and last grade attended or completed.

III. Class Discussion Necessary to Program:

A. What two nights each week are desirable for class work. This is entirely up to the class, as the instructor will avail himself on evenings selected. Class nights must not be consecutive.

B. The beginning time of the class should be discussed, and every student should be encouraged to enter into the discussion. The decision as to the time of starting classes as well as that of selecting class nights, class breaks, etc. will be decided by majority rule vote. Note - This, of course, excludes areas where state and school requirements govern practices. When a practical starting time has been selected, the problem of tardiness should be mentioned. Tardiness should be mentioned as "undesirable" and proceed "on" to another matter.

C. Smoke break or coffee break must be decided at this point. Ten minutes per hour of instruction is acceptable as break time. They may be arranged by any manner as desired by entire class. However, one plan must be practiced throughout the course.

D. Absence should be mentioned in a somewhat stronger vein than tardiness. Take time to point out loss of individuals time, loss of continuity in materials and instruction. Attempt to establish and maintain high interest and absenteeism will not be a problem.

E. Any other important matters determining class decisions or approval should be brought up at this time and completely settled. Any questions from students should be dealt with at this time. The instructor will profit by taking notes of all decisions reached for future use. A time schedule will be requested from each class that will reflect instructional periods and "breaks".

IV. Summary of Individual Class Decisions:

A. The value of this summary of decisions and recommendations of plans cannot be over emphasized. The manner in which this matter is conducted will be evident throughout the entire duration of this class. A business like attitude, with concise and definite statements, will add to the feeling of security we are trying to "instill" in these students.

B. Attempt to point out that these decisions are theirs, not the instructors. Give the impressions "they" have contributed greatly to the success of the program through this one evenings effort. Make them, the STUDENT, the most important part of the program.

V. Closing of the Meeting:

A. With a well planned and organized meeting, you have covered all points of importance, discussed and received all necessary information. Dismiss the group in the same friendly and informal manner that was used to organize this meeting. We are still in a position to continue our "first impression" with these individuals.

B. The very fact that they are dismissed without any time being spent or used unwisely will gain much respect from the students.

VI. At the close of the class meetings, all instructors are asked to meet with the head building teacher and discuss entire operation of the meeting. Comments both good and adverse should be noted and reported in a written report to the Adult Basic Education Office.

GUIDANCE FUNCTION OF TEACHERS

O R I E N T A T I O N:

How do teachers orient students at the first class meeting?

(1) Greet them (2) Escort student to room of orientation (3) informal visit with enrolee, either individually or group (4) Refreshments (5) Start and end promptly (6) Introduce teachers--teachers remain seated, teachers dress economically. (7) Depending upon members of the group, orientation to each other may be done by introducing themselves, then asking the person beside them to introduce themself. FIRST CLASS MEETING ORIENTATION HELD IN JR. HIGH OR SR. HIGH BUILDING Because of status involved. Use library tables and form circle.

What other kind of information does the teacher give?

(1) Any personal information about self to give common experience (2) Orient them into what they can expect classwise. (3) Teachers should praise them for coming into class and encourage them and be positive. (4) Student-teacher planning for class meeting--beginning time of class or activity is discussed--meeting nights and the nights are not to be consecutive. (5) Break time. Teachers should take their break with students and answer their questions. (6) Tardiness and absence should be mentioned but <u>not</u> emphasized. If you have to be late, come anyway.

What kind of information do you ask on orientation night?

(1) On a slip of paper ask name, address, grade last attended, age range, birthdate.

The aspects of the program:

Give them a general idea. (1) Will use individualized instruction. (2) Will start where you feel comfortable. (3) Teacher's purpose is to help them.

How long should orientation last?

(1) 45 min. to 1½ hours (2) Start promptly and end promptly.

What role does teacher play in orientation?

In the beginner group, use self-contained group and individualized instruction. Acquaint them with individual materials (2) On the next level, each teacher of a subject orients students. (3) opportunity is given them to ask questions (sometimes they may not feel free to ask questions until after the first class meeting. Informal opportunity is given for them to talk to the teacher after class meeting. Assure them individually that they are in the right group.) (Break time is sometimes used to answer individual questions a d get acquainted with individ al stu en s)

INSTRUCTION IS INDIVIDUALIZE. They all start where they feel comfortable. Teachers to help them - not to find out how smart they are. IPI study is good - they will get it. How long does orientation last? 1½ hours unless there is a lot of interaction. 45 minutes to 1½ hours - in rare cases, may extend time. What rule do teachers place in subject area or area skill? Several teachers go back to slip of paper. Three groups of classes - 1, 2, 3; 4, 5, 6; 7, 8, 9. Group within the area, self-contained groups. Teachers start with entire group, beginning with beginning group, acquainting them with some of their beginning materials - Good Math teachers, good English teachers, good Social Study teachers. Each subject matter teacher must orientate them within their own area. Lots of questions on GED in upper grade level. Opportunity is given for them to ask questions. Usually questions come more at second or third meeting rather than orientation meeting. Sometimes they may not feel free to ask questions at first session. Individual opportunity is given when they get into the self-contained sessions. Opportunity is given for them to visit with teachers following class. Opportunity is given for them to stay after school. The time is sometimes used as a time to answer individual questions and get acquainted with individual students, then for subtle counseling.

GOING INTO COUNSELING. Dealing with the teacher's rule in counseling and counseling relationship. How do we relate to the individual?

1. Teacher lets this individual know he is available to discuss any of his problems, from there refer to counselor.

What do they do? Listen to a student - give them supportive service, encouragement, confirm their confidence, establish self-confidence. Example: Where student may come to teacher asking about health problems, regarding their child. Another example: Where can they get help for glasses? This indicates they have a great deal of confidence. The teacher is there to help. Teacher must get results.

Teacher to know referral situation. Follow-up to assistance that might be given or referral might be made, to ask questions at the next group session or individual session which would indicate interest in how their child or family is getting along.

HOW TO RELATE TO INDIVIDUAL. What do you do to get individual to relate to you?

1. Find out what his interests are
2. Make sure the individual feels the teacher is genuinely interested.

Example: asking about child, etc., going to coffee with them, show them that you are interested, give them your telephone number. Teacher sends birthday card, telephone them about absences; if they are ill, send card telling them you missed them, showing concern, asking about transportation problems. Eye contact is good. Don't be afraid to touch them and actually show that you are interested by collecting an item you think they are interested in.

SPECIFIC APPROACH If problem is beyond your level of competency, you should begin to prepare person for referral. Teacher says, "I don't believe I am able to help you with this problem." "I will try to find someone who can." He will visit with you about the possibilities. The basic counseling approach used by the teacher is eclectic. Meaning at times she listens and reflects what the student has said. At other times she may encourage by making statements to support the individual. The teacher guides them by pointing up alternative and by leaving final decision to the student. While the teacher does not view her counseling rule as one of therapy, her best rule is relating to the student as a real human being, thereby leaving the door open for questions so that referral may be possible. Example: Common interest, such as children, car trouble, cold weather, etc.

REFERRAL What kind of referral does teacher make? Indicate what you are referring them for. Some to eventually to take GED. (1) State what the purpose of referral is. (2) State the agency to which you will be referring them, (3) Indicate how you will prepare student for the referral. GED:(1) When they are ready - when teacher feels they are ready - when they get to that point. Refer them to the local testing department, (3) How do you prepare them for this? Preparing them comes in orientation. They can see their educational planning will lead toward certificate.

When teacher feels they have arrived at a point where they are ready. If teacher thinks they can make their contacts or the teacher makes them. At present it is done one of two ways. If the teacher feels the student can make his own arrangements, the date and place is given them. They write the State Department of Education for application. In case the student may not follow through, the teacher or director or counselor may make the contact and assist student in filling out the application.

HEALTH If student presents some health problem, he can go to Vocational Rehab. Refer them to City-County Health Department. They have a counselor who takes over into whatever area their problem is centered. In most cases the information is given to student and the student is left to make their own contact. There are individuals in class who present visual problems or some kind of a health problem that you might visit with them about. The student will sometimes seek this help through questions that are asked. In these cases the information is given to the student. Preparation for referral to health agencies, specifically the City-County Health Department, begins in the orientation period when a representative from the Department presents the services offered by their department.

EMPLOYMENT PROBLEMS Seeking better job - where do you refer him? If person is without handicap, refer him to the Oklahoma Employment Service or to the Concentrated Employment Program; however, in most cases, the referral would be direct to the Employment Service. How do you prepare him for this service? That he is expected to take a test, he will be counseled and to go into the office. In most cases the student usually makes his own contact. The need for citizenship classes. What do they do? Study in the field of government, find when the test is given, check with the Federal Office. Referrals in some cases to church. Family problems and marital problems are referred to the minister of the church of their choice. After the teacher finds out the nature of the problem, the minister is contacted and the student is referred to the minister or a conference is arranged where the

student's minister and teacher may confer about the problem. In metropolitan areas United Fund Agencies for counseling with family problems are sometimes used. If there is a problem regarding their legal rights, proper contacts are made sometimes with a private lawyer who is willing to contribute his time. The teacher makes the contact and sets up an arrangement where the attorney can meet with the student. Where the problem is physical or emotional in nature and would make it difficult for job placement, referral is made to the local Vocational Rehab counselor. The teacher makes the contact, stating the name, address, telephone number of the person. Other than indicating that the counselor will be in touch with them and assuring them the help will be available, no other referral preparation is necessary.

WHAT FOLLOW THROUGH IS PROVIDED? In a few centers the teachers do follow up to see that the services are offerred, but in most centers time will not permit the teacher to go ahead and follow up. How are referrals received from other agencies? From the Welfare Department, Employment Services - they are aware of the services of Adult Basic Education and make their contact direct to them.

VOCATIONAL REHABILITATION: OEO, OIC, NYC, CEP, Adult Basic Education - to establish a class to provide education of a specific nature for adult groups.

EVALUATION What aspects of the individual student do we want to evaluate? (1) We want to know something about his interest. Does he want to take a GED? To read or write, for social contact? or to keep up with child? Informational counseling: At times you get their expressed interest through speech, hobby interest, direct observation, questionnaire - at which time you get an inventory. This instrument is used only in those cases when readiness is apparent on part of student - they want it. Personality factors - Tolerance Level. The teacher will use interviews, observation, she may ask a question and get no reaction from it. In such case she will immediately drop it and take another approach. In observing the student she

will know the areas of sensitivity and basic reaction of the student. Their interest is "safety-zone." The tolerance level is important in knowing how much encouragement of an individual nature will be needed in setting up learning experiences.

SOCIAL CONCEPTS - VALUE ORIENTATION Profanity, marriage, cleanliness, attitude towards work: orientation, class discussion, interview, observation. What does he need? Education, individualized counseling, use of standardize tests? Through observation, an expressed interest of desires. Use of other list for check his reading level. Student may begin at pre-primary through high school level. (See notes for tests)

PERSONAL DATA What kind of information do we need about the individual? (See Federal report - Mattie Harrison responsible for this) When do we collect it? The first time they come to see us and continue to prepare them with each session we have with them. How do we report it? On an ABE enrollment information card. (See card)

PLACEMENT What kind of placement do we do? Placement is made on the basis of evaluation made of the individual. Employment placement is direct through the agency as done in the referral.

FOLLOW-UP When do we follow-up? Some may ask this person, "How is your child today?" (See orientation to this section) Individual teachers may keep record, but no standard report is required.)

GROUP GUIDANCE Where social interaction is necessary to point up the nature of their problem and the alternative open to them. The teacher may take a problem approach within a small group permitting the individual members to question and answer their interaction with one another. The teacher may search and continue exploration of aspects of the problem that the group may not have uncovered. What topics are used? Here their values come in conflict with employment, people or other social relationships, other areas, budget conception, comparative - use to best utilize their funds. Teach Social Security benefits (Information Service).

The above information should be placed under the topic: Central Director serving as a teacher and counselor. In those centers having a full-time counselor, referrals are made to the counselors where there are emotional, social or deep personality problems. Where a counselor is not available, referral is made to the school clinical psycologists - family center. Where a counselor is available, educational planning for the individual is worked out with this counselor, freeing the teacher then to teach in his own area. This does not mean the teacher is not teacher-student orientated.

"E"

OUTSIDE AGENCIES

Each center to have a chart in small type or large of all the agencies like Health Department or Employment Securities, etc.

SURVEY OF OKLAHOMA ADULT LEARNING RESOURCE CENTERS
GUIDANCE AND COUNSELING SERVICES

The survey has as its main goals the following services to the adult students:

(a) General administrative and guidance approaches to involve students.

(b) The teacher-centered guidance experience of adult student in initial class experience.

(c) Teacher begins the adult student educational plan cumulative record and referral to job skill training and employment.

(d) Special problem (personal and social) initiated by teacher for special attention by counselor arrangement for adult student to request interview.

(e) Administrator and/or counselor coordination responsibility with referral to agencies for:

(1) Skill training
(2) Personal and social needs
(3) Employment
(4) Long-term educational program

I. Teacher centered Guidance

19 Adult students are oriented to class activities.
18 Adult students are educationally evaluated.
16 Job training goals are discussed.
12 Student-teacher educational planning process is developed.
15 Information for pupil cumulative file is obtained.
14 Personal-social problems are identified.
11 Referral resources for personal-social problems are made available
12 Referral to counselor of need for one to one special counseling.
18 Referral to adult learning resource center for remedial or accelerated study opportunities.
19 Referral of adult student to adult learning resource center for certificate testing and issuance.
1 Others

_____
_____
_____

II. Counselor and Administrator area of service.

19 Established adult student record service.
10 Relate students to Referral Services for the following:
(a) Personal-social needs
10 (b) Employment referrals
13 (c) Updates education plans
13 (d) Certificates and/or job training
15 (e) Refers student to remedial learning or accelerated units in Adult Learning Resource Center
1 Others

_____
_____
_____

III. Referral to agencies and services for continued learning.

Adult Education Programs:

16 (a) Public school programs
11 (b) College
6 (c) University extension
9 (d) Libraries
4 (e) Civic educational groups
7 Others

_____
_____
_____

Job Training and Placement:

10 (a) Employment security
6 (b) M.D.T.A.
1 (c) C.E.P.S.
2 (d) J.O.B.S.
9 (e) Vocational education
8 (f) N.Y.C.

13 (g) Public Welfare
14 (h) Vocational rehabilitation

Personal-Social
5 (a) Churches
10 (b) State and County Health Services
6 (c) State, County, or Local Mental Health Services
13 (d) Vocational rehabilitation
11 (e) Public Welfare
1 (f) Salvation Army
_____ (g) Red Cross
_____ (h) Big Brothers
_____ Others

_____
_____
_____
_____

Number of full-time counselors 3

Number of part-time counselors 17

Number of counselors used from Referral Agencies 38

ADULT BASIC EDUCATION GUIDANCE AND COUNSELING IN TEXAS

January 1969

Phase I: Position Report A Part of

The Evaluation of Guidance-Counseling in Office of Education Region VII and the Development of an Effective Guidance-Counseling Program for Adult Basic Education Students

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Part I

DESCRIPTION OF
ADULT BASIC EDUCATION IN TEXAS

Adult Basic Education, as we know it today, originated with Title II-B of the Economic Opportunity Act of 1964. Funds were provided for each state to conduct programs for those adults 18 years of age or older in need of a basic education. Major objectives of the program are:

1. Teaching adults to read, write, and speak the English language; and acquire arithmetic skills.
2. To use subject matter content in teaching the basic education skills that provide valuable knowledge to adults regarding good health practices, citizenship responsibilities, good homemaking principles, family and community relationships, and information relating to employment, such as good work habits, occupational opportunities, training requirements for entry upon and success in employment, and information relating to the availability of training programs designed to prepare persons for job opportunities.
3. Assist students to meet better their adult responsibilities.

A survey of illiteracy in Texas indicated that there were over a million and a half Texans 18 years or older with less than an eighth grade education.

In the spring of 1965, training for consultants and preliminary planning for Adult Basic Education was initiated. By the summer of 1965, there were a few classes in operation. During the fall of 1965, most of the large metropolitan areas were conducting Adult Basic Education programs.

The peak enrollment for the State of Texas was about 55,000 students. By the summer of 1966, about 160 different programs had completed their first year of the program. Because of a reduction of funds, about 65 programs were able to operate during the fall of 1966 as compared to 180 in 1965. Also, in 1966 Adult Basic Education was transferred from the Office of Economic Opportunity to the Department of Health, Education, and Welfare, Office of Education. It then became Amendments to the Elementary and Secondary Education Act of 1966, known as the "Adult Education Act of 1966." Due to the lack of funds during the 1967-1968 school year, many schools continued operation using volunteer teachers and local funds. There were negative feelings directed toward the school from prospective students when they were informed of the program cut back.

In the 1967-1968 school year, each local educational agency which had previously participated in Adult Basic Education in 1965-1966 was allocated funds based on the adult student enrollment. The formula was $58 per student for 120 clock hours of instruction.

There were teacher "workshops" held prior to beginning many programs, however, only casual attention was given to counseling and guiding the adult.

In the summers of 1966, 1967, and 1968, two and three week university institutes were held in the five state region. About one hundred Texas teachers attended the session each year, leaving some 3,700 who have not attended a university level teacher training institute to date.

A survey was taken at the fall orientation sessions in 1968. The survey asked the teachers of Adult Basic Education to list the most frequently occurring problems they faced in their classes. The most frequently occurring

problem was poor attendance, finding adequate curriculum materials, grouping the adults according to instructional level, difficulty with the language of the adult students, wide range of abilities, and interests, and overcoming timidity on the part of the student.

The typical Adult Basic Education student may be described statistically, but the complete portrait of the Adult Basic Education student include his reactions and feelings about Adult Basic Education.

Many students ran to class the first night they were offered in their area. They openly expressed a desire and ability to learn. Others were persuaded to attend class and reluctantly engaged in learning exercises, while other adults watched their friends and relatives go to class for several weeks before they experimented with the idea of going back to school.

As the school year progressed, the self-confidence in the majority of the participants was notably increased. They found fewer things of which they were afraid. They asked questions regarding arithmetic, English, reading, government, health, politics, and science. They talked more freely among themselves and their families.

Almost all the classes were held in public school buildings. The classrooms, cafeterias, libraries, and band rooms are some of the locations in the school where the adults assembled for each evening class. Class generally began about 6:30 or 7:00 P. M. and continued on for about two or three hours, two or three times a week. There was an informal atmosphere. The teacher, in many cases was near the age of many of the class members. Frequently friendly informal conversations began as the students arrived at class. The custodian, or in some cases, the principal of the school was present to see that the affairs

of the learning plant were in order. The teacher greeted the students and casually began the night's work.

In almost every class, there have been a core of students who rarely, if ever, are late or absent. The teachers called for a short break about half-way through the evening, and many students stayed in their seats, working or asking the teacher questions. Often, when a vote was taken to see if the class should pause for a break, the class voted to continue and omit the break completely.

Coffee and refreshments were provided sometimes by the teacher, a student, the school district, P. T. A., or local merchants in some cases. The atmosphere of many adult classes is that of a combination social gathering, public meeting, and serious time for studying and learning. Very seldom would one find the feeling of "going to school" in a traditional sense. For the adults, this is the first occasion in many years that they have gathered together with their peers in a community setting.

The community at the very beginning was made aware of Adult Basic Education because of the recruiting and publicity that is required in getting the information to people who are frequently missed by the usual news media. House-to-house visits were made, posters were set up in local places of business, announcements made at school, notices were sent out through P. T. A. and service organizations, and, of course, radio, television, and newspapers carried news relating to the new classes. Once the classes began, the community may have forgotten about Adult Basic Education. They were reminded of it again when there seemed to be an increase in the number of inquiries regarding how to become an American citizen, or the number of library cards issued to adult students, or the increase in attendance in the public schools where

Adult Basic Education classes were held, a new interest in community affairs and crowds of adults moving down the sidewalks and streets in the evening with books in their hands.

There are as many success stories in Texas as there are students in the program. Success ranges all the way from the personal satisfaction of 104 year old Mrs. Lilly Lester of Athens being able to read, to the job promotion of 18 year old Hector Garcia of El Paso. Over a hundred people learned to read English for the first time in Lubbock. William Kennard of Crockett saved his own life because of the training he received in Adult Education class. Thousands of adults will become American citizens because of this education; thousands will become employable and enter into job training; and thousands of parents will be able to write to their loved ones in Viet Nam and elsewhere for the first time, and help their children and grandchildren with their school work.

In early 1969, Adult Basic Education classes conducted in much the same ways as they were in the beginning of the program. The newness has, however, worn off. Many students, administrators, and teachers have become weary after the ups and downs of the funding of the program and its tentative nature. The optomistic adult had his spirits tempered with the reality that learning at middle age comes slowly when you do it part-time, and Adult Basic Education alone does not guarantee success. The intrinsic rewards of academic achievement have given way somewhat and a new schedule of reinforcement is required.

The marriage of the undereducated adults to Adult Basic Education has been performed, the honeymoon is over, and a new phase of the enterprise poses a new challenge.

Part II

STATISTICAL DATA ON
ADULT BASIC EDUCATION STUDENTS IN TEXAS

The information below represents a summary of a survey of 470 Adult Basic Education students in Texas during the 1967 school year.

It should be noted that some catagories do not total to 100 percent due to lack of a response on that item.

1. RACE OR ETHNIC ORGIN

Anglo	29.0%
Negro	34.0%
Mexican-American	36.0%

2. SEX

Male	43.5%
Female	55.8%

3. MARITAL AND FAMILY STATUS

Married	39.8%
Single	22.6%
Divorced	9.5%
Widowed	4.2%
Separated	6.3%

Heads of Families or Main Wage Earners..... 36.7%

4. INCOME AND EMPLOYMENT

A. Under $3,000 per year	53.7%
Between $3,000 and $4,000 per year	10.5%
Between $4,000 and $6,000 per year	12.3%
Over $6,000 per year	5.3%
No information	

B. Family Income

Under $3,000 per year	36.4%
Between $3,000 and $4,000 per year	17.0%
Between $4,000 and $6,000 per year	20.4%
Over $6,000 per year	14.2%
No information	12.0%

C. Employed 54.0%

Full-Time	39.6%
Part-Time	14.4%

Unemployed 43.7%

Seeking Employment	11.1%
Not Seeking Employment	32.6%

D. In Program to Get Job or a Better Job 32.3%

In Program for General Self-Improvement 74.2%

5. WELFARE RECIPIENTS 13.7%
TITLE V WELFARE WORK EXPERIENCE PROGRAM 10.9%

6. HOME LOCATION

Urban Area	80.9%
Rural Area	12.4%

7. AGE

18 to 24 years of age	16.3%
25 to 44 years of age	55.3%
45 to 54 years of age	10.9%
55 and over	10.2%
45 and younger	71.6%

8 GRADE LEVELS

A. Before entering program

Grade 0	6.7%
Grade 1 - 3	16.5%
Grade 4 - 6	28.6%
Grade 7 - 8	21.1%
Grade 9 - 11	19.8%
Grade 12	5.4%

B. Current Adult Basic Education Levels

Grade 1 - 3	35.6%
Grade 4 - 6	29.3%
Grade 7 - 8	20.8%

Part III

SUMMARY OF STATISTICAL INFORMATION

The Adult Basic Education program of Texas is one of great diversity and almost defies description in general terms, at least much of the individuality is lost when summaries are attempted. At the same time, some kind of order must be made of all the statistics presented.

The Adult Basic Education Student

The Adult Basic Education students of Texas numbered 44,772 during the 1967-1968 year. Primarily three ethnic groups are being served in the Texas program. The student population is made up of approximately 34 percent Negros, 36 percent Mexican-American, and 29 percent Anglo students. The ages of these students ranged from a low of 18 to the age of 65, with 10.2 percent of the students being over 55. The bulk of the students, 55.3 percent were in the 25 to 44 age range. Women out numbered men in the program with approximately 53 percent of the enrollees being female. The attrition rate for the program is quite high, with approximately 30 percent of the students terminating the program before completion. The attrition rate seems pretty evenly distributed among the three levels of the program. The total enrollment remains at a more constant level than might be anticipated from the attrition rates, as most programs have a waiting list of people desiring to enroll, so that there is someone waiting to replace those who "drop-out" of the program.

One of the greatest difficulties in maintaining data of the enrollees is determining reasons for their termination. Among the reasons given for ending their participation are employment, entering a training program, job

change, lack of interest, ill health, moved, yet for almost one-third of the "drop-outs" there were either unique or unknown reasons. Many of these enrollees simply stopped coming to classes, without any notification of their withdrawal.

The number of prospective students for Adult Basic Education in the state must be extrapolated from census and other available data, and is not based on the number of Adult Basic Education programs in existence, but rather on the number of persons on record having a certain minimum level of education skills. Of necessity this number must be interpreted with caution. Most frequently used is the survey estimate of one and one-half million persons 18 years or older in Texas with less than an eighth grade education.

The Adult Basic Education Classes

Currently there are 180 Adult Basic Education programs in Texas, almost all of them organized as part-time programs, meeting in the evenings. Usually the classes are scheduled to meet twice weekly for a two to three hour class. In these 180 centers there are some 2,320 classes. Although this intimates an average of 13 classes per center, the true picture is somewhat different - 50 percent of the programs have from 1 to 6 classes, while 2.5 percent of the programs have more than 81 Adult Basic Education classes. Enrollment in the programs also have a vast range, with one-fourth of the programs having between 10 and 50 students, while 18 percent of the programs have 500 or more students.

The vast range of size is the product of the variability of the Texas program, perhaps even a product of the uniqueness of the state itself. Almost one-fifth of the students enrolled in the program are in the State prison or other institutional settings. Forty percent of the remainder are attending classes in some 13 urban centers. Rural centers, so designated based on census reports of less than 10,000 population, account for the remainder of the programs. Geographically, Texas is a vast area of land with sparce

population, puncutated by a few urban or even metropolitan centers of industry and commerce. Thus the balance of many small programs with relatively few enrollees versus a few urban centers having large and diverse programs can be understood.

The rural dweller has other reasons for not participating in the program. For example, once he has learned basic literacy, what then?

The Adult Basic Education teachers

There are 2,320 teachers in the Adult Basic Education program in Texas. Only ten of these are full-time, while the rest are part-time employees. The full-time personnel are actually administrators involved in working with the very large urban programs.

More women than men participate in the program as teachers, as 60 percent of the teachers are women. These teachers tend to assume their duties as a means of supplementing their income and for a vast majority the task is also an extension of their regular profession of teaching.

The educational level of the teachers is relatively high, as only 11 percent have less than a Bachelor's degree, while 38 percent have a master's level diploma or more education. The average number of years of teaching in Adult Basic Education programs is two, while these same teachers generally have more than three years public school experience.

The attrition rate of teachers is about 20 percent each year. The rate varies from a high of about 50 percent to a low of less than 1 percent. In most large programs there is a waiting list of those who want to teach. The main reason for teachers leaving is that the family moved. Other reasons for leaving are similar to those leaving elementary teaching.

Part IV

RESULTS OF A GUIDANCE AND COUNSELING SURVEY
OF LOCAL ADULT BASIC EDUCATION PROGRAMS

In an effort to obtain information concerning the extent of guidance and counseling activities in local Adult Basic Education programs. One survey was mailed to each director. Approximately 85 surveys were returned. In addition to information about current condition in guidance and counseling, a great deal was learned about the construction of surveys.

Below, the results of the survey have been summarized. Comments follow some of the actual responses. Indented portions are the actual responses of the directors or a summarized, paraphrased statement.

1. At what point does an incoming student encounter guidance and counseling?

> At the beginning of the program during enrollment or registration. At any time the student requests this service. During preliminary testing. As needed during the program.

Most of the responses indicated the guidance was of a very general nature. The student was given information by those registering, usually a teacher or administrator. The prospective student was sometimes asked what he wanted to get out of the basic education classes.

2. Is the counseling /___/ individual or /___/ group counseling?

Individual Counseling	34
Group Counseling	14
Both Individual and Group	39

3. Who performs the counseling service?

Certified Counselor	22
Uncertified Counselor	3
Teacher	71
Administrator	55

4. Is the counselor or person paid for his service?

Yes	23
No	52

Virtually no Adult Basic Education funds are used to pay a person serving as a counselor. The position of a counselor is not written into the State Plan for Adult Basic Education. The responses indicate the teacher/administrator is paid for performing registration and teaching, which the respondants are equating with guidance and counseling activities.

5. Is the counselor or person on part-time or full-time service to your Adult Basic Education Program?

Part-time	57
Full-time	11

Part-time, in this case, means every afternoon or evening classes are held. Because of the program in Texas, those who responded "full-time" probably mean the full-time administrator is serving as a counselor to the program.

6. What is the nature of the initial guidance and counseling?

> To determine the needs and desires of the students. To discuss the strengths and weaknesses of the adults. To place the student in the proper class and level of instruction. To inform the adult of the possible goals and opportunities such as GED certificate, high school diploma, or other training. Suggest steps to obtain personal goals. To discuss the importance of Adult Basic Education to the individual and the importance of good work.
>
> Help the student to find better employment, to adjust to the American way of life, self-improvement, and to establish communication and acquaint the student with counseling services.
>
> Select material to fulfill needs, home improvement and better family living, ease tension and fears of school, transportation needs, personal needs and services of other agencies.

The initial meetings seem to be of a directive nature dealing primarily with obvious needs common to the community as percieved by the "counselor."

7. What service is available to your students throughout the year?

> The services of the teacher and the director of the program are available at anytime. The services of outside agencies are available: Texas Employment Commission, Vocational Rehabilitation, Department of Public Welfare, Legal Aid, Community Action Program. Resource people lecture to the adults.
>
> Some schools reported in an extreme case a certified counselor can be called. Other services available to the students are testing, information about occupation training, health services, and regular school counseling services.

At least one respondant states there were no services available to the adults.

8. To what extent, if any, do teachers engage in guidance and counseling?

The majority responded that the teacher is the main source of guidance and counseling. Many responded that the teacher was available when the student wanted or needed guidance.

At least ten schools reported the teacher engaged very little in this activity. Small rural areas seem to have less need for counseling than do urban or near urban communities.

9. To what extent do administrators engage in guidance and counseling?

The three most frequent responses were the administrator engaged in guidance as needed, was available, and very little.

The administrator served mostly as a group counselor to encourage regular and continued attendance in the program, interpert test scores, and assist in any way he was needed.

It appears the administrator engaged in guidance and counseling in proportion to his ability, but there was not a great deal of "out reach".

10. What aspect of your guidance and counseling service seems to be the most effective in terms of its purpose?

> **Encouraging the adults to continue their education** and assisting adults in better family management (buying, helping children, and general homemaking). Adults were helped in improving themselves in the community.

11. What recommendations would you make regarding guidance and counseling in Adult Basic Education?

> Qualified counselors should be made available, with time set aside for guidance and counseling, and counselors should be paid.

Other responses indicated a desire to have vocational oriented counselors, guidance literature for adults, and information about community agencies. One recommendation was to have all teachers qualified as counselors.

This survey reflects some of the views of Adult Basic Education programs. It does not reflect the degree to which guidance activities are conducted. The out reach of guidance is not known in terms of numbers reached in comparison to the total target population.

The majority of Adult Basic Education programs are relatively small in number. Equal weight was given to all responding. El Paso, Lubbock, Fort Worth, Dallas, San Antonio, and Houston, and other large programs present somewhat different outlooks on guidance and counseling as compared to small, rural communities. In general, their responses were similar to the majority.

Part V

IMPLICATIONS

The purpose of this report is to survey the present place of counseling and other guidance services in the present program. An attempt has been made to determine how various members of the project team viewed their counseling responsibilities and in what ways those were fulfilled. It was determined that no Adult Basic Education programs hire counselors for that descrete function. Some school counselors are hired as teachers, so that their expected role in the program is that of teacher, and only incidentally as that of counselor.

Most program administrators view their tasks as primarily that of guidance, as much if not most of their time is occupied with recruitment, interviewing and enrollment of new students, and termination of students who have completed the program. They may also be involved with contacting referral agencies, aiding in job placement, placement in work training programs, etc.

The various interpretations place on the guidance function as reflected by the reported hours spent in counseling can be seen upon study of data returned by different programs. Some programs report the total number of class hours (as high as 19,016) as counseling hours, while other programs report no hours whatever spent in this fashion. Neither of these reports is particularly viable.

As there are currently no counselors designated as such in the program, it is necessary to assume that any of the functions of a counselor which take place must be done either by the teacher or administrator. The structure of the program makes the identified guidance functions of the administrator logical. The balance of guidance functions become a part of the teacher's

role, and the degree to which he gives this area his time and attention depends upon his own interests and skills rather than what is expected of him. Therefore it can be assumed that at best counseling and other guidance functions occur in a haphazard manner, and generally on a crisis basis.

In reviewing the historical developments of adult education in the United States to date certain generalizations can tentatively be made which may have implications for planning future strategy.

1. The institutions of adult education have typically emerged in response to specific needs, rather than as a part of a general design for the continuing education of adults.
2. The developmental process of adult education has tended to be more episodic than consistent.
3. Institutional forms for the education for adults have tended to survive the extent that they become attached to agencies established for other purposes.
4. Adult education programs have tended to gain stability and permanence as they become increasingly differentiated in administration, finance, curriculum and methodology.
5. Adult educational programs have emerged with, and continue to occupy a secondary status in the institutional hierarchy.
6. The institutional segments of the adult education movement have tended to become crystallized without reference to any conception of a general adult education movement. (Adult Education Association Handbook of Adult Education).

The generalizations above are true of Adult Basic Education in Texas. In addition to the previously mentioned factors, Adult Basic Education as it is

conducted now in Texas has several other items to consider in planning.

1. Adult Basic Education teachers are "moonlighting", that is, they have full-time jobs during the day and they teach adults two evenings a week.
2. Most Adult Basic Education teachers take into their adult classes training and experience they have had with the elementary school child.
3. The adult is a part-time student bringing into class the results of many years experience in failure with standard methods of the "establishment."
4. Most programs lack supervision, that is, the number of adults enrolled does not justify full-time or even part-time supervision considering the low level of funding.
5. The state, county,and local school board does not guarantee the right of free public education to all adults needing basic education. The responsibility of adult education does not, under law, rest with the public schools of Texas.

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